

The Relationship of Training and Organizational Commitment in One Korean
Organization

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ABSTRACT

Current international human resource management research has a strong focus on how organizations can improve employees' commitment to the organization. The benefits of a high level of organizational commitment have been widely researched and have supported the notion that strong commitment relates positively to a variety of desirable outcomes, including job satisfaction and performance, and to a decline in employees' motive to leave the organization. Training has been identified as an important HR intervention to contribute to one's organizational performance. The purpose of this study was to explore the relationship between training and organizational commitment in Korea.

The respondents from this study were employees from a large Korean company, and a total of 269 employees participated in this research. Descriptive statistics and correlational and multiple regression analyses were used to answer the research questions. The findings showed that there was a positive relationship between the perceived benefits' of training, as measured by personal, career, and job related benefits, and both affective and normative organizational commitment. Among demographic factors, gender and perceived access to training were positively related to organizational commitment. However, there was no support for a relationship between perceived supervisor's support and organizational commitment. Only recognition for use of what employees learned from training showed a positive relationship with normative commitment.

The results of this study clarified the relationship between training and organizational commitment in one Korean context. Theoretically, the results support the notion that cultural and economic changes in Korea have been reflected in the relationship between training and organizational commitment. A clear relationship between training

and organizational commitment could help HRD practitioners to promote and communicate the benefits of training for those employees who expect benefits from their participation in training. In addition, HRD practitioners could develop more strategic approaches to link the outcomes of training to both individual and organizational benefits.

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CHAPTER 1

INTRODUCTION

As organizations across the globe continue to struggle with economic challenges, while simultaneously confronting increasingly competitive labor markets, two imperatives place significant pressure on human resources: achieving increasingly higher levels of employee performance and retaining the organization's top-tier and core performers (Corporate Leadership Council, 2004).

One of the human resource practices that may offer a competitive advantage is continuous learning for all employees so that they can adapt and, in turn, perform (Owens, 2006). In Korean organizations, as in many other countries' organizations, effective human resource management and development are increasingly being seen as primary concerns as these factors are critical in gaining a competitive edge in a challenging global market. Therefore, most Korean companies have poured efforts into developing strategies that retain and foster skilled and committed employees (Song, 2007). However, from the perspective of Korean employees, their current workplaces cannot be the single vocation in their life-long careers (Jeon, 2009). Moreover, the frequency of job shifting can be a measure that demonstrates their value in the labor market. Korean organizations have long been interested in increasing organizational commitment to obtain a better retention rate (Hwang, 2009). Many studies have demonstrated that organizational commitment is correlated with retention (Al-Emadi, 2006; Bartlett, 1999; Ketter, 2008).

As mentioned above, another main issue in HR practice is obtaining a high level of performance. Bartlett (1999) mentioned that one way to achieve high performance is

through employee training and propagating high levels of organizational commitment to enhance the retention of core performers. In the Korean corporate environment, training has been considered as one of the most important tools in developing employee commitment. Training can be viewed as a management practice that can be controlled or managed to elicit a desired set of unwritten, reciprocal attitudes and behaviors, including job involvement, motivation, and organizational commitment (Sparrow, 1998).

Nevertheless, there have been only a few studies that have shown evidence that organizations can influence employees' commitment through their training practices. Even though some studies have already examined the relationship between employees' training and organizational commitment based on western and middle Asia (Al-Emadi, 2006; Owens 2006), there has not been enough study to define the relationship in the Korean corporate environment. This study examined the relationship between three training variables (participation in training, perceived supervisor's support for training, and perceived employees' training benefits--personal, career, and job-related) and organizational commitment in Korea.

Problem Statement

There are some issues that exist in the relationship between training and organizational commitment. First, in spite of the popularity of organizational commitment and training as research subjects, little is known about the relationship between them, especially within the Korean context. A review of the literature on employee training and organizational commitment suggested that there is such a relationship in other contexts (Al-Emadi, 2006; Bartlett, 2001; Grossberg, 2000; Lang,

1992; Meyer & Smith, 2000; Pinks, 1992). However, there is limited research that examines this relationship using data from Korean industry.

Second, some training sessions in Korea are designed to increase organizational commitment, such as new employee training, training of top talent, leadership training, and so on (Na, 2006). Louis, Posner, and Powell (1983) found that newcomers' ratings of the helpfulness of off-site residential training were related to positive job attitudes, such as job satisfaction, commitment, and tenure intention. According to Drost, Frayne, Lowe, and Geringer (2002), one of the goals of training in Korea is to develop and increase employee commitment to the organization. In HRD practice in Korea, there is a belief that training may lead to organizational commitment because the company invests in the employee and provides them with opportunities to develop themselves. Meyer and Allen (1997) stated that employees who receive training, particularly training intended to provide them with the opportunity for advancement, might perceive that the organization values them as individuals, and, consequently, they develop a stronger commitment to the organization. Therefore, it is necessary to determine the relationship between organizational commitment and training through empirical study.

In addition, with the increased amount of training and related expenditures, organizations in Korea continue to place more and more pressure on efficiency and training outcomes (Lee & Yang, 2005). In order to judge better the effectiveness of training, it has been suggested that its relationship to organizational commitment be examined directly. This has been demonstrated as positively related to organizational effectiveness (Bartlett, 1999; Haskell, 1998; Newman, Thanacoody, & Hui, 2011, Owens, 2006). Meyer and Allen (1997) also mentioned that organizations could do

several things to foster a stronger sense of commitment in their employees. One is offering training programs to provide employees with the knowledge and skills they require to do their jobs effectively. Even though organizational commitment might be a potential outcome of training, this outcome cannot be maximized without thorough research.

Purpose of the Study

The purpose of this study was to investigate the relationship of training and organizational commitment in one Korean organization. Four research questions comprised this study:

1. What is the relationship between participation in training and affective and normative commitment in a Korean firm?
2. What is the relationship between perceived supervisor's support for training and affective and normative commitment in a Korean firm?
3. What is the relationship between perceived employee's training benefits and affective and normative commitment in a Korean firm?
4. What is the relationship between organizational commitment, represented by affective and normative commitment, and demographic factors, such as age, gender, and working level?

In this study, continuance commitment was not considered, as it is not mainly related to organizational interest (Allen & Meyer, 1996). Many research studies have found that continuance commitment was negatively related to training, such as classroom training, web-based training, and new employee training in the western and Asian contexts (Al-Emadi, 2007; Bartlett, 1999; Chung & Hyun, 2007; Kim, 2008; Lim, 2003).

One more reason for omitting continuance commitment was the low reliability of the continuance commitment scale and the history of a lack of discriminate validity between affective and normative commitment (Chaudhuri, 2011; Ko et al., 1997). For these reasons, one element of organizational commitment, continuance commitment, was not tested in this study.

Significance of the Study

This study has theoretical and practical implications for Human Resource Development (HRD).

The Importance of Organizational Commitment

Theoretically, this study included the importance of organizational commitment. The concept of organizational commitment is increasingly considered to be important, as several benefits from organizational commitment have been found. First, there is a strong positive relationship between organizational commitment and employee retention and a negative relationship with turnover intention (Meyer & Allen, 1997; Park, 2007; Steers, 1977). Increasing employee retention is important for organizations when confronting competitive markets. Organizations should achieve high levels of employee performance while retaining the organization's core performers. After the IMF intervention in Korea and the policy implications during the late 1990's, the concept of life-long employment disappeared. From the perspective of Korean employees, their current workplaces may no longer be the single most promising placement for a life-long career (Jeon, 2009; Lim 2003). Furthermore, the frequency of job shifting can be a measure showing their value in the market. In contrast, companies need to develop strategies that keep and foster their

highly valued employees to increase retention rate. Consequently, increasing retention rate by fostering organizational commitment is critical in Korea.

Reducing turnover intention is also an important benefit to organizations because high rates of turnover tend to raise training costs, reduce overall efficiency, and disrupt other workers (Arnold, Cooper, & Robertson, 1998). Turnover intention has been addressed as a critical factor having an immediate casual effect on turnover (Bedeian, Kemery, & Pizzolatto, 1991; Bluedorn, 1982). A literature review by Bluedorn (1982) cited 23 studies that reported finding significant positive relationships between leaving intentions and actual leaving behavior. It is valuable for organizations to recognize the impact of organizational commitment on reducing turnover intention and, as a consequence, retain their core performers.

Second, as organizations become smaller and as jobs become more complex, the commitment of those who remain in the organization is more critical to the successes of the organization, as well as for the success of the individual (Jeon, 2009). Korean companies are becoming leaner and flattening within the organizational hierarchy and employees are burdened with greater responsibility for decision-making and managing their own day-to-day activities. According to Fink (1992), “Employee commitment will grow in importance in the coming decades because more and more companies are moving the decision-making processes farther down the organizational hierarchy, making it almost impossible for management to control performance directly” (p. 3). Meyer and Allen (1997) also suggested that, when organizations get smaller, it is essential for the organization to be able to trust employees to do what is right, something that commitment

arguably ensures. Thus, it is important to improve organizational commitment in Korean companies as they are facing organizational structural changes.

Third, organizational commitment has relatively little direct influence on performance in many instances, as there are only a few studies that have identified the relationship. Mowday, Poster, and Steers (1982) reported that there was not enough literature about the relationship between organizational commitment and performance, but there are a few studies that did address the relationship. For example, Meyer and Allen (1997) explained that employees with strong affective commitment to the organization work harder at their jobs and perform better than those with weak commitment. Benkhoff (1997) also found strong correlations between several different measures of organizational commitment and a number of objective performance measures, such as overall sales targets, sales sub-targets, and change in profits.

A low level of organizational commitment may be dysfunctional to both the organization and the individual, while high levels may generate positive effects (i.e., higher performance, greater satisfaction, lower turnover) (Mathieu & Zajac, 1990). Overall, the amount of research conducted to examine the relationship between organizational commitment and performance remains insufficient. However, some evidence supports the claim that organizational commitment influences performance in some situations.

Practical Significance

Traditionally, training has been treated as a transmitter primarily of work-related competencies (Walker, 1980). However, recently, from the employee point of view, training has also been conceived as rewards that they could gain. According to Nordhaug

(1989), employees' expectations of training are to learn more about job-related skills, to acquire general knowledge, to increase self-confidence, and to expand their networks. However, HRD practitioners are often faced with some challenges from employees who feel that they do not have enough opportunities for training, have fewer chances to take relevant training courses, and cannot get enough satisfaction at a level that meets their expectations. As a result, they believe that the company is not investing enough in them. One Korean consulting firm has concluded that, even though Korean companies have invested a significant amount of time and money in their employee training, their efforts have failed to yield strong outcomes for training, such as improvements in performance and employee satisfaction.

A clear relationship between training and organizational commitment could help HRD practitioners promote and communicate the benefits of training to those employees who expect benefits from their participation in training. In addition, HRD practitioners could develop more strategic approaches to link the outcomes of training to both individual and organizational benefits.

Limitations of the Study

There are potential limitations in this study. There may be limitations in the self-report data, leading to a single-source method. Additional data collection methods, such as interviews or direct observation data, could have been used to address this limitation. Although valid and reliable scales were used for this study, the understanding of the relationship between training and organizational commitment could have been enhanced if additional data had also been gathered. Generalization is limited as this study focused

on only one Korean company in one industry. Further, the decision was made to focus on on-site training only, eliminating on-line and on-the-job training.

Definition of Key Terms

Key words related to this study are defined below.

Organizational Commitment

While several definitions of organizational commitment abound, a common theme in most is that committed individuals believe in and accept organizational goals and values, are willing to remain with their organizations, and are willing to provide considerable effort on their behalf (Mowday, Porter, & Steers, 1982). There are three components model of commitment, as identified by Allen and Meyer (1990),

Affective commitment. Meyer and Allen (1991) identified “affective commitment as the employee’s positive emotional attachment to the organization. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she wants to” (p.67).

Continuance commitment. Continuance commitment is related to “an employee’s awareness of the costs involved in leaving the organization. Employees with a strong continuance commitment stay in the organization because they need to do so” (Meyer & Allen, 1991, p. 67).

Normative commitment. Under normative commitment, “reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization” (Meyer & Allen, 1991, p. 67).

Participation in Training

Noe (2010) defined training as planned activities on the part of the organization targeted towards increasing job knowledge and skills or to modify the attitudes and behaviors of employees in ways consistent with the goals of the organization and the requirements of the job. Participation in training, in this study, refers to frequency and duration of training and perceived availability to training opportunities to the formal and structured forms of developing activities needed to perform the job effectively.

Perceived Benefits of Training

Nordhaug (1989) identified three different types of benefits that employees obtain from participation in a training program: personal, job related, and career related. Personal-related benefits of training reflect psychological, political, and social outcomes that may or may not be related to the work setting. Job-related benefits refer to an individual's perception that training will allow performance improvement in his or her current position. Career benefits assist to identify career objectives, reach career objectives and create opportunity.

Perceived Supervisor's Support for Training

For this study, the variable of supervisor support for training will be defined by goal setting, opportunity to use skills, and recognition. Goal setting is the degree to which the supervisor establishes goals that encourage the application of training. The opportunity to use skills is the degree to which the supervisor provides opportunities for the use and application of training. Recognition is the degree to which the supervisor reinforces and rewards the use of what is learned and developed in training (Short, 1997).

Summary

Due to the increasing speed and scale of change in the global business environment, many Korean organizations are constantly seeking ways to increase employee commitment for competitive advantage. This study explored the relationship between organizational commitment and training to provide a better understanding of how training could help the organization achieve organizational commitment.

The following chapters present relevant literature, research methods, results, and the conclusions and implications of this study.

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this chapter is to review the literature on organizational commitment and training. Specifically, it is believed that cultural and economic context is strongly related to organizational commitment and training. Thus, this chapter also reviews the literature on organizational commitment and training within the Korean context as well. The first part of the chapter examines literature that defines organizational commitment by distinguishing organizational commitment from other concepts and influences on cultural and economic forces in Korea. The second part of the chapter focuses on the training-related variables including perceived training benefits, perceived supervisor's support for training and participation in training.

Organizational Commitment

While several definitions of organizational commitment abound, a common theme in most of them is that committed individuals believe in and accept organizational goals and values, are willing to remain with their organizations and are willing to provide considerable efforts on their behalf (Mowday, Porter, & Steers, 1979). It is now widely accepted that organizational commitment can take different forms. Organizational commitment refers to the strength of attachment of a person to his or her organization (Angel & Perry, 1983). Organizational commitment is defined as one's emotional and functional attachment to one's workplace (Elizur & Koslowsky, 2001). There have been conducted many research in organizational commitment since there is many findings that there is a positive relationship with important work related attitude variables such as job satisfaction, retention rate and performance. One of main reasons that research continues

to be carried out concerning this kind of organizational commitment is that studies have suggested low levels of organizational commitment may be dysfunctional to both the organization and the individual, while high levels may have positive effects (higher performance, greater satisfaction, lower turnover) (Mathieu & Zajac, 1990). If existing research understood organizational commitment from a unidimensional perspective, the studies carried out by Meyer & Allen saw it in a multidimensional manner (Bartlett, 2001). According to the findings of Meyer and Allen, organizational commitment is not determined based on a single reason and as such emphasized that it should be examined from a multidimensional perspective and analyzed the psychological state that lay the foundation for organizational commitment. These varying states bring about different kinds of organizational commitment.

There are typically three types of organizational commitment identified: affective commitment, continuance commitment and normative commitment. Affective commitment is a measure of fondness towards a certain organization, including identification with and involvement in the organization. Employees with a strong affective commitment stay in the organization because they want to do so (Cohen, 1993). Continuance commitment is related to an employee's awareness of the costs involved in leaving the organization. Employees with a strong continuance commitment stay in the organization because they need to do so. Lastly, normative commitment refers to a feeling of obligation to continue employment (Meyer & Allen, 1997). Normative commitment may develop, however, when an organization provides the employee with rewards in advance or incurs significant costs in providing employment such as costs

associated with job training, the recognition of these investment cause employee to feel an obligation to reciprocate by committing themselves to the organization.

These three components show or predict differential behavioral implications for affective, continuance and normative commitment. Although all three components of organizational commitment reduce the likelihood that employees will leave the organization, perhaps the most important reason for distinguishing among them is that they can have quite different implications for on-the job behavior. Meyer and Allen (1991) argued that employees who want to remain (affective commitment) are likely to attend work regularly, perform assigned tasks to the best of their ability, and also carry out additional tasks for the greater good. Those who remain out of a sense of obligation (normative commitment) may do likewise only if they see it as a part of their duty, or as a means of reciprocation for benefits received. In contrast, employees who remain primarily to avoid cost (continuance commitment) may do little more than is required to maintain employment.

Distinguishing Organizational Commitment from Other Concepts

There is some confusion among loyalty, engagement, and organizational commitment. Moreover, these terms have often been used interchangeably (Buchanan, 1985).

Organizational commitment versus loyalty. Some researchers still recognize these two constructs as being identical, but others argue that they are different but related. Chen, Tsui, and Farh (2010) and Coughlan (2005) argued that loyalty has sometimes been used as a synonym for one or more forms of commitment. Organizational commitment means remaining with one's firm, and organizational scholars often label

this form of commitment as loyalty. Loyalty is defined as being supportive of organizational purpose, values, and the willingness to remain with a particular organization despite offers of perceived better employment opportunities with other firms.

While organizational commitment denotes loyalty, the two concepts differ slightly. Organizational commitment does not mean simple loyalty: it means a proactive attitude of exerting all effort in whatever way possible for the success of the organization. Organizational loyalty, with slight differences depending on the approach, can be defined as an individual's feeling of affection for and attachment to the organization. It also means the individual trusts and actively pursues the directions or policies set out by the organization. Compared to loyalty, however, the organization has a stronger bearing on commitment, because there is a relationship of exchange in which the organization provides individual compensation or reward for performance. Nevertheless, it is difficult to assess the two concepts completely separate from each other, because committed employees tend to be loyal as well.

Organizational commitment versus engagement. In recent years, there has been a great deal of interest in employee engagement. Employee engagement refers to the degree by which employees are fully involved in their work and the strength of their commitment to their job and company. Another definition is the relationship between employee willingness and desire to exert discretionary effort on the job in response to the emotional factors associated with employee opinion regarding how the organization treats workers. The rational factors related to how well the employees understand and how their actions and behaviors contribute to the organization (Heger, 2007). Engagement is a

measurable degree of an employee's positive or negative emotional attachment to their job, colleagues, and organization, which profoundly influences their willingness to learn and perform at work. Thus, engagement is distinctively different from satisfaction, motivation, culture, climate, and opinion, which are very difficult to measure. An engaged employee is one who is fully involved in, and enthusiastic about, his or her work and thus will act in a way that furthers their organization's interests.

However, like the concept of loyalty, throughout the literature, the term engagement is at times used in an overlapping manner. Some practitioners define engagement in terms of organizational commitment. For example, Wellins and Concelman (2005) suggested, "To be engaged is to be actively committed, as to a cause" (p.1). The Corporate Executive Board (2004) suggested that engagement is "the extent to which employees commit to someone or something in their organization, how hard they work, and how long they stay as a result of that commitment." (p.1). Hewitt Associated defined employee engagement as "the emotional and intellectual involvement and commitment by employees to their organizations" (Harris, Simon, & Bone, 2000, p. 11).

On the other hand, there is a distinction as well. Saks (2006) noted that organizational commitment also differs from engagement in that it refers to a person's attitude and attachment towards their organization. Engagement is not an attitude; it is the degree to which an individual is attentive and absorbed in the performance of their role. Moreover, the focus of engagement is one's formal role performance rather than extra-role and voluntary behavior. Robinson, Perryman, and Hayday (2004) stated that engagement contains many of the elements organizational commitment and organizational citizenship behavior but is by no means a perfect match with either. Based

on the definition of Meyer and Allen's definition of three components, affective commitment is likely to be in the best position for a potential construct overlap when compared to employee engagement (Rukkhum, 2010). Affectively committed employees continue their employment because the employees want to do so. On the contrary, highly-engaged employees do not just want to maintain their employment with an organization simply because of their emotional attachment to that organization. Employees choose to be engaged as an active part of an organization because they feel safe, know that they are capable of contributing something meaningful to the organization, and will be rewarded for doing so (Kahn, 1990).

According to Noe (2008), like organizational commitment, employees' engagement is influenced by most human resource management practices, including training and development. A survey of senior-level human resource and learning professionals conducted by ASTD found that over 50% reported that engagement was affected by the frequency, quality, and number of workplace learning opportunities and employee orientation programs. In summary, although there are similarities and differences between the concept of employee engagement and organizational commitment, they are not totally overlap with each other.

Influences of Cultural and Economic Forces on Organizational Commitment in Korea

In understanding organizational commitment in Korea, the potential influences of cultural and economic forces should be considered. Furthermore, it is helpful to understand the importance of organizational commitment and training in Korean corporations. There are several earlier researches regarding organizational commitment in

the Korean context as compared to other countries. Traditionally, Korean organizations emphasize hard work, dedication, seniority, harmony, education and loyalty to the organization (Chang & Chang, 1994).

However, since the 1970's, rapid industrialization, westernization, and the shift from extended families to nuclear families gave rise to stronger individualism in the Korean society. Consequently, the present Koreans society prescribes to a mixture of eastern collectivism and western individualistic capitalism. Many people now place equally high value on individual achievement and the common interest of society; individualism and collectivism; and equality and hierarchy (Koch, Nam, & Steers, 1995). As such, many corporate employees place high value on individualism, but, all the while, familism or collectivism still influences their thinking and behavior in organizations (Bae & Chung, 1997).

Korean collectivism is rooted in Confucianism and is characterized by patriarchal familism, authoritarianism, strong family ties, and respect and obedience toward elders. Within the corporate structure, hierarchy, chain of command, and discipline are valued. The Korean culture of collectivism makes the employees feel obligated to make personal sacrifices so that the company can achieve goals and perform. Many studies have found that the collectivist mindset in Korean society has a positive relationship with organizational commitment. Kwon and Cha (2002), for example, examined the relationship between collectivism and organizational commitment in Korean financial institutions, and found the length of employment, degree of autonomy, and distributive fairness to have a positive relationship with organizational commitment.

Studies comparing Korea with other countries found that factors that influence organizational commitment were not confined to the western context but were also valid in Korea, with some differences in the degree of influence the antecedents had on organizational commitment. For instance, an international comparative study by Shim and Kim (2004) on the antecedents of organizational commitment found that Korean employees were more affected by extrinsic rewards such as salary, welfare benefits, and promotions than by intrinsic rewards such as sense of fulfillment and meaning, which are highly valued in the Confucian culture. The influence, however, was to a lesser degree compared to U.S. or Chinese employees. Intrinsic rewards refer to psychological compensation, such as feeling interested in and challenged by work. Extrinsic rewards include such things as welfare benefits, salary, and fairness in promotion.

This has been attributed to the fact that Confucian, an eastern way of thinking, is commingled with capitalist western ways of thinking in Korean society. From the perspective of cross-vergence, a hybridization of these two cultures would occur when individuals incorporate an economic ideology that synergistically influences the national culture, forming a value system that significantly differs (Liu, 2012). Cross-vergence was defined as a value set that was in between these values and appears to mix values supported by national culture and economic ideology (Holt, Kai-Cheng, Ralston & Terpstra, 1993). This change in Korean society has influenced Korean employees' individual value systems, as well as HR management practices (Kwon & Cha, 2002).

In addition, Shim and Kim (2004) observed that, in addition to traditional factors, such as length of employment or age, the antecedents that influenced organizational commitment now also included organizational support for career and skill development,

and realization of expectancy. Kim (2002) observed that employees showed stronger organizational commitment when they perceived that the organization provides programs that enhance the employees' potential for growth, allows continuous self-development, and upgrades work skill and capacity. Chang (1999) indicated that members showed affective commitment when they thought that the organization provided full support for education, training, and development. And this was reflected in their work behaviors. Such findings confirm that a close relationship between organizational commitment and training is likely to be present in the Korean context as well.

Training and Organizational Commitment

Training has been generally defined as a company's systematically planned process, either by an external consultant or an internal subject matter expert, to develop the knowledge, skills, attitudes, and expertise employees need to be successful in their current job and organization (Goldstein, 1993, Swanson, 1995). Training has been identified as a part of employee development and as an example of a human resource management practice that contributes to competitive advantage (Schuler & MacMillan, 1984). It helps employees to adapt and in turn, perform (London, 1989). Also training gives employees an opportunity for personal growth within the company and helps provide the company with the knowledge and skills it needs to gain a competitive advantage (Schuler & MacMillan, 1984). It helps employees to adapt and in turn, perform (London, 1989).

As there are many studies defining the relationship between learning, employee development, and training, it is essential to review the concepts of each. Birdi, Catriona & Peter (1997) defined the concepts of learning, training, and development as

overlapping with each other. Learning is viewed as experience giving rise to a relatively permanent change in knowledge, skill, or attitude; training involves organized efforts to assist learning through instruction. Employees' development activities involve many forms of learning and training.

Due to the influence of the traditional values of learning among Koreans, employee development is definitely an important aspect of Korean organizations. It is generally taken for granted that Koreans attach great import to learning, and this perspective has held true for many centuries and continues in this modern age (Chung, 1989). As a result, employees have perceived that employee development like training is one of the key factors for long-term corporate success and considerable effort goes into the development of employees at all levels (Chang & Chang, 1994). From the perspective of Korean companies, the focus of training is not only gaining current or new job-related knowledge, but also developing positive attitudes about professional skills with the assumption that loyalty, dedication, team spirit, and organizational commitment (Drost et al., 2002; Joo, 1999).

Employee development, especially training activities in organizations, influences their organizational commitment. Many studies have identified the relationship between employee development and organizational commitment and some studies found a similar link between training and organizational commitment. Lee and Bruvold (2003) demonstrated via empirical research that employee perceptions about an organization's investment in their development affected job satisfaction and organizational commitment and eventually reduced the will to leave. Paul and Anantharaman (2004) studied software engineers in India and found that career development activities and comprehensive

training opportunities were closely related to organizational commitment. Lowry, Simon, & Kimberly (2002) indicated that the availability and adequacy of training affected the level of job satisfaction and commitment among employees.

The availability of training has been shown to have a strong relationship with affective and normative commitment. Al-Emadi and Marquardt (2007) found that organizational commitment levels rose commensurate to employee satisfaction levels regarding training they had received. There are also several findings that exhibit a strong positive correlation between commitment and employees' motivation for training, a variable that was found to be an important predictor of training satisfaction and performance (Cunningham, 2004; Tannenbaum, Mathieu, Salas, & Cannon-Bowers, 1991).

Participation in Training

The availability of training, its frequency, and voluntary versus involuntary participation in training affect organizational commitment. Tansky and Cohen (2001) found that Participation in training programs will aid in keeping employees employable as well as helping them to achieve their own plans for the future. Providing employee development activities are a message to them that the organization cares about their well-being; to reciprocate they give a greater commitment to the organization. A more formal employee development program also enhances such reciprocity.

In the case of training availability, Yeatts, Cready, Swan, and Shen (2010) conducted research to examine the relationship between the Certified Nurses' Aides' (CNAs) perceptions of training availability and the CNAs' performance, turnover, attitudes (job satisfaction, commitment, self-esteem), burnout, and empowerment. They

found that the perception of having training availability is related to CNAs' job satisfaction, commitment, stress burnout, turnover, and performance. Owens (2006) discussed how the amount of training provided increased an employee's commitment to their organization.

Participation in training may be initiated by employees, managers, and organizations. Employees may participate in training voluntarily with interest or signed up by their supervisors or according to a departmental policy. Hicks and Klimoski (1987) manipulated trainees' choices concerning whether to attend a training program. They found that individuals who had a high degree of choice demonstrated greater satisfaction with the program, higher motivation to learn, a stronger positive reactions, and better performance on an achievement test than those who had little choice. Ryman and Biersner (1975) found that having a choice whether to participate in training led to greater training success and fewer voluntary withdrawals from training. However, recent organizational settings suggest that voluntary or self-initiated participation may not always yield the most desirable outcomes. Baldwin and Magjuka (1991) found that engineers who perceived training to be mandatory reported a stronger intention to apply what they learned back on the job than did engineers who view their attendance as voluntary. Therefore, it is difficult to find absolute support that voluntary participation in training is always more effective than mandatory training in the existing evidence.

Motivation to Learn

Well-motivated employees are more likely to have a positive perception of the training environment in their organization. This has been shown to lead to greater participation in training activities (Mathieu, Tannenbaum, & Salas, 1992). Some

researchers have found that adult learners voluntarily participate in learning and training, and, because of this, they are generally considered to be motivated to learn. (Cohen, 1990). Noe and Schmitt (1986) described motivation to learn as an employee's desire to learn the content of training. Recent studies, however, expanded the notion to include the desire to participate in training because of how the employee views training. Birdi et al. (1997) suggested that motivation to learn largely determines how much an employee learns during training, but the concept has also been used to explain how much employees participate in training activities.

Trainee motivation to learn plays a key role in training participation and training effectiveness. The motivational level of trainees is a foundational component of the effectiveness of organizational training programs (Naquin & Holton, 2003). Thus, several researchers have asserted that training motivation should be viewed as an important antecedent of training effectiveness and an important outcome of the training process (Di Xie, 2005; Goldstein, 1992; Noe, 1986). Colquitt et al. (2000) indicated that motivation to learn had a positive relationship with learning performance. The results of other studies also found a positive relationship between motivation to learn and learning outcomes (Baldwin, Magjuka, & Loher, 1991; Mathieu, Tannenbaum, & Salas, 1992; Quinones, 1995). Furthermore, there have been several findings on the relationship between motivation to learn and organizational commitment. Frayne and Latham (1989) concluded that trainee motivation should be considered as both an antecedent and a product of training. Bartlett (2001) also indicated that there is a significant positive relationship between motivation to learn in training with affective and normative forms of commitment.

Human Capital Theory

Kalleberg, Knoke, Marsden, and Spaeth (1996) identified human capital theory as a theoretical approach to employer job training. Human capital theory views the involvement of employee development as an investment in capital rather than as a cost (Becker, 1994; Hilton & Fletcher, 1998). This theory divides job proficiencies, such as knowledge, skills, and abilities, into two different categories: general and firm specific training (Becker, 1994). It emphasizes how training and education increase the productivity and efficiency of employees by increasing their cognitive ability (Olaniyan & Okemakinde, 2008). However, human capital theory fails to acknowledge the role of training participants' perceptions of training and the influence of training in individual attitudes and organizational outcomes of training. A prior study examined if the type of training, whether firm specific or general skills training, influences the relationship between aspects of outsourced training and organizational commitment. This study did not find full support for a significant relationship between general/firm specific skills training and organizational commitment (Chaudhuri, 2011). This study suggested revisiting Becker's human capital theory considering that it was developed almost five decades ago.

Perceived Benefits of Training

In Korea, education is perceived as one of the most powerful means of social upward mobility for individuals. This societal view, in combination with the aforementioned rapid industrialization, intensified competition, technological development, and population aging, makes Korean employees view training as a key contributing factor to their long-term career development and success in the workplace.

Moreover, trainees expect potential benefits from Participation in training, such as promotion, salary increase, new skills acquisition, performance improvement, and so on. From the individual point of view, the perceived training benefits are congruent with different types of rewards that are supplementary to the formal reward system. From the organizations' point of view, the benefits represent competence resources which may be utilized when work tasks are to be performed (Nordhaug, 1989).

Nordhaug (1989) identified three different types of benefits that employees obtain from participation in training programs. The benefits included enhanced motivation to learn, career development and psychosocial development. Noe and Wilk (1993) proposed that employee participation in training activities results in three types of benefits: personal, career, and job-related benefits. Other research carried out by Birdi et al. (1997) presented three types of possible benefits:

First are job-related benefits, such as increased job performance or promotability. These have been of traditional interest, but possible job-related gains from non-work development activities have not been systematically investigated. Second, the current concern for learning of all kinds makes it desirable also to examine non-job benefits such as improved hobby or household skills. ...Third, development activities may lead to changes in learning orientation, such as a greater interest in the acquisition of knowledge and skill and more openness to new ideas in general (Corney, 1995). (p. 848)

These perceived training benefits, functioning as extrinsic or intrinsic rewards, have been found to foster work attitudes and motivation to engage in training (Maurer & Tarulli, 1994). Employees who reflect positively on training benefits and expect benefits

from their participation in training are likely to feel a deeper sense of organizational commitment (Ahmad & Bakar, 2003; Bartlett, 1999). Phillips (1997) identified organizational commitment as one of the intangible benefits of training as well.

Perceived Supervisor's Support for Training

It is commonly thought that the most important person in corporate training is the trainer. The trainer does play an important role, but not nearly as important as commonly perceived. In fact, the most important person to the success or failure of corporate training is often not even involved in the planning or follow-up of training. This person is the immediate supervisor of the participant (Kidd & Smewing, 2001). As mentioned earlier, supervisor's support for training refers to the how a supervisor actively supports and provides opportunity to subordinates so they can receive training. In other words, by definition, the trainee's supervisor will attach value to training, encourage participation, and support the application of acquired skills and knowledge on the job (Kim, 2003).

According to Noe (2010), supervisor's support refers to the degree to which trainees' managers (1) emphasize the importance of attending training programs and (2) stress the application of training content to the job. Noe suggested different levels of support for training activities. There are five levels of manager's support: acceptance, encouragement, participation, reinforcement, practice skills, and teaching in program.

These kinds of supervisor's support have been identified as a critical factor in training transfer, motivation to learn, and training effectiveness (Baldwin & Ford, 1988; Garavaglia, 1993; Goldstein, 1992; Noe et al., 1990). According to Georgenson (1982), the immediate manager has a significant impact on the trainees' skill usage, because the manager assigns work, provides daily feedback and evaluates results. In addition,

Brinkerhoff and Montesino (1995) conducted a study on the importance of the supervisor's supportive role in employee's application of learned skills on the actual job. Results showed that employees who were supported and sponsored by immediate supervisors before and after the training showed a higher frequency of applying the learned skills and knowledge over those who were not. This indicates that employees highly recognize the supervisor's encouragement for training transfer. The study conducted on Korean steelmaking companies also showed that the role and support of supervisors significantly affected differences in transfer behaviors of training participants, and argued for the need to find ways to promote supervisors' support.

Additionally, researchers have dealt with the effect of supervisory support on training motivation variables, such as employees' training participation decisions (Kozlowski & Hults, 1987; Noe & Wilk, 1993). To increase training effectiveness, it is essential to involve the supervisor in setting the goals for training with the participant, making sure the supervisor supports the training and communicates that with the participant (Ahn, 1994).

As such, the role of supervisor's support for training was proven to be very important in training in several studies in the western, Chinese and Korean contexts. Supervisor's support for training is an important influential factor in relation with organizational commitment. Research in China indicated that perceived supervisor's support, particularly to participate in training activities and apply learnt skills in their work, is important to the development of employee commitment (Newman et al., 2011). In a study on the effects of human resource system on organizational commitment in Korean corporations, Lee (2007) found that, along with coaching and mentoring

activities, the perceived supervisor's support for training is closely related with organizational commitment.

Summary

This chapter provides an analysis of the literature regarding previous research findings related to employee training and organizational commitment. Organizational commitment has been defined in a number of ways. Organizational commitment refers to an individual's feelings about the organization as a whole. For this study, Meyer and Allen's (1997) framework was reviewed with their three components of affective, continuance, and normative commitment.

The concepts of loyalty and engagement are distinguished from organizational commitment in this chapter. The terms of organizational commitment and these two concepts have been used interchangeably in previous research. However, loyalty is defined as being supportive of organizational purpose, values, and willingness to remain with a particular organization despite offers of perceived better employment opportunities with other firms. While organizational commitment denotes loyalty, the two concepts differ slightly. Organizational commitment does not mean simple loyalty: it means a proactive attitude of exerting all effort in whatever way possible for the success of the organization. The concept of engagement also overlaps with organizational commitment. Organizational commitment refers to a person's attitude and attachment towards their organization. On the other hand, engagement is the degree to which an individual is attentive and absorbed in the performance of their role.

For a more precise exploration of the relationship between organizational commitment and training, the influences of cultural and economic forces on

organizational commitment in Korea were reviewed. Today's Korea prescribes to a mixture of eastern collectivism and western, individualistic capitalism. Several studies have found that the collectivist mindset in Korean society has a positive relationship with organizational commitment (Hwang, Choi, & Kim, 2005; Ko & Mueller, 1997; Wang, 2005). Additionally, Shim and Kim (2004) observed that, in addition to traditional factors, such as length of employment or age, the antecedents that influenced organizational commitment now also include organizational support for career and skills development, and realization of expectancy.

Training has been generally defined as a systematically planned process on the part of the organization targeted towards increasing job knowledge and skills or to modify the attitudes and behaviors of employees in ways consistent with the goals of the organization and the requirements of the job (Noe, 2002). With Korean cultural traditions on education and with growing interest in lifelong learning, training activities are considered to be an important factor for success in a current job, career advancement, and a longer career among Korean employees. Employees benefit from training in many ways. Employees can improve their job skills, prepare for career advancement, and increase their self-confidence. These benefits result in three types of training benefits: personal, career and job related benefits (Noe & Wilk, 1993). Employees who reflect positively on training benefits and expect benefits from their participation in training are likely to feel a deeper sense of organizational commitment (Ahmad & Bakar, 2003; Bartlett, 1999).

The supervisor's role in training programs is often viewed as a critical organizational climate dimension where it may influence the effectiveness of training

programs in an organization (Blanchard & Trackers, 2007; Noe, 2008). It has been suggested that the relationship between supervisor and subordinate is extremely important in Korea organizations given the hierarchical nature of Korea Confucism society (Hun & Jung, 2007). Perceived supervisors' support from participant point of view is a critical component that influences the motivation of participants to learn, participation in training and transfer training (Ismail et al., 2008; London, 1986). Moreover, if individuals feel that they are supported by their supervisors, this will not only help to foster employee growth, but also to build organizational commitment (Ahmad & Baker, 2003; Birdi et al., 1997).

CHAPTER 3

METHODS

This chapter provides the research methods that were used in this study. The purpose of this study was to explore the relationship between training-related variables (participation in training, perceived supervisor's support for training, and perceived training benefits) and organizational commitment as measured by affective and normative commitment.

The research design was correlational. The main purpose of this study was to explore the relationship of training-related variables and organizational commitment. This was a quantitative study utilizing survey research. As Ary, Jacobs, and Razaviech (1990) explained, "the purposes of correlational research are (1) to describe relationships that exist among variables and/or (2) to use the known correlation to predict from one variable to another" (p. 387).

Population, Sample, and Data Collection

The target population for this study was employees who had participated in formal training programs with their current organizations within the prior twelve months. Formal training activities are defined as institutionally sponsored, classroom-based activities (Colletta, 1996). Because training carries multiple meanings that could influence the measurement of employee perceptions related to training, substantial refinement and description of the intended use of the term, training, was required. The target population for this study was employees who voluntarily or mandatorily participated in company-provided internal and external formal classroom-based training. For this study, on-the-job training and on-line training participants were excluded. Details

of the reasons used for this training definition are explained in the following instrumentation section.

For this study, a private Korean organization with interest in research related to training benefits was chosen. The company requested anonymity in reporting the study. There were several reasons for selecting this company and population. First, the selection was based on practical reasons of convenience. Second, the size of the organization, consisting of over 10,000 employees, was appropriate. Previous research has found that organizations with more than 100 employees provide more training (Ahmad & Barkar, 2003; Brown, 1990). Therefore, an organization with more than 10,000 employees and conducted training was targeted in this research. Third, this company has been recognized for its exceptional practices in human resource development (HRD). Last, this company is well known for top management's support for training and uses training material that has been self-developed rather than outsourced. Training participation is decided by a voluntary/ involuntary dual system. Most of the time, employees select programs according to their needs, and they discuss their selections with their supervisors. Sometimes, supervisors select and designate a program for employees. The company also has a systemized process consisting of pre-post training sessions, training goal setting with supervisors, feedback sessions, and so on.

The participants for this study were selected with the support of HRD managers. They provided information on the total number of employees who: 1) had participated in formal training programs with the current organization within the prior twelve months, 2) had participated in training with their current manager within the prior twelve months, 3) have worked at the company for more than one year, and 4) are not executives. From the

list of all eligible employees given by the HR department, the researcher randomly selected 500 samples. The detailed procedure explained in Protection of Human Subjects. Instead of sending the survey link via e-mail, the traditional hard copy method was used to gather data through personal contact, rather than by e-mail, because the hard-copy method is a more effective way of increasing response rates in Korean culture (Jeon, 2009).

Based on the participants' agreement to take part in the study, survey questionnaires, consent letters, and stamped return envelopes were delivered to them. A week after the survey questionnaire delivered, completed surveys were received from 285 respondents, with 269 being useable, for a useable response rate of 53.8 %.

Demographic Information

Tables 1-6 present data to describe the respondents in terms of gender, age, education level, management level, type of job, and total work experience. Of the employees who responded to the questionnaire (n=269), the majority of respondents were male (74.7%). The largest response group (40.7%) was aged between 30 and 39 years and most respondents were either university or graduate school graduates (60.2% and 28.8%, respectively). In terms of management level of respondents, there was an even distribution throughout all levels of management. Because executive positions were not targeted for this study, there were no employees in executive positions in the sample. As for type of job, various areas were evenly coordinated and the largest group for organizational tenure was made up of respondents who had been with the company for more than 10 years (43.5%). While it would have been useful to compare the demographics of the respondents with the company demographics, to determine

representativeness of the respondents, the company was not willing to release this information.

Table 1

Gender of Respondents

Gender	Frequency	%
Male	201	74.7
Female	68	25.3
Missing	0	0.0
Total	269	100

Table 2

Age of Respondents

Age	Frequency	%
29 and below	33	12.3
30 - 39	108	40.7
40 – 49	112	41.6
50 and above	16	5.9
Missing	0	0
Total	269	100

Table 3

Education Level of Respondents

Education Level	Frequency	%
High school diploma	20	7.4
Two-year college degree	21	7.8
Four-year college degree	162	60.2
Master's or doctor's degree	64	23.8
Missing	2	0.7
Total	269	100

Table 4

Management Level of Respondents

Management Level	Frequency	%
Non-management employee	62	23.0
Manager/Assistant manager	79	29.4
Senior manager	128	47.6
Missing	0	0
Total	269	100

Table 5

Type of Job of Respondents

Type of Job	Frequency	%
Marketing/Sales	46	17.1
Production/Manufacturing	59	21.9
Administration/Management	50	18.6
Research and Development	36	13.4
Engineering	39	14.5
Education/Training	6	2.2
IT/Internet	7	2.6
Other	25	9.3
Missing	1	0.4
Total	269	100

Table 6

Organizational Tenure of Respondents

Organizational Tenure	Frequency	%
3 years and below	78	29.0
3 – 5	36	13.4
5- 7	23	8.6
7 -10	15	5.6
More than 10	117	43.5
Missing	0	0
Total	269	100

Instrumentation

This study relied mostly on previously developed and validated scales and instruments.

Organizational Commitment

In this study, both affective and normative organizational commitment were measured with the 12 items from Meyer and Allen (1997): 6 items for affective commitment and 6 items for normative commitment. Instead of using the eight-item full version of organizational commitment, a shortened six-item version was used for increased discriminate validity (Bartlett, 2001; Meyer et al., 1993). In terms of validity, the shortened version made for better distinction between affective and normative commitment because the two deleted items were found to be in common. As explained in Chapter 1, continuance commitment was excluded because previous studies have shown that there is no significant relationship between continuance commitment and training. Therefore, this study did not include the continuance component of organizational commitment.

The overall reliability of the Korean version (Lim, 2003) for organizational commitment was reported as 0.90, with 0.86 for affective commitment and 0.89 for normative commitment. Lim also tested the construct validity of the organizational commitment and found the model fit moderately (NNFI=.79, CFI=0.69, GFI=.86 RMSEA=.096). Responses to each of the items were measured using a five-point Likert-type scale ranging from “strongly agree” to “strongly disagree.” A Likert-type scale was used to measure the extent to which the factors existed. Best and Kahn (1986) indicated that the Likert-type scale is relatively easy to construct and assigns a scale value to each

of the five responses. The complete instrument is shown in the appendices in the English and the Korean versions (see Appendix A).

Perceived Benefits of Training

Perceived benefits resulting from training were measured with 14 items from the perceived benefits of training scale (Noe & Wilk, 1993), which was an adaptation of Nordhaug's (1989) scale composed of three subscales to measure job-, career-, and personal benefits. Among the 14 items, three were job-related benefits, six were career-related benefits, and five were personal benefits.

According to Noe and Wilk (1993), the coefficient alphas were .70, .88, and .74. Nordhaug (1989) identified content validity of the three benefits of training, and Bartlett (2001) showed face validity in a U.S. nurse sample with a scale adapted from Noe and Wilk (1993). Kang (2004) showed validity in a Korean hospital context using the instrument translated into Korean. He tested validity by conducting Confirmatory Factor Analysis (CFA) and found that the model fit the data well (NNFI=.94; CFI=.95; GFI=.90; RMR=.30) and the reported the coefficient alpha internal consistency reliability was .78.

Perceived Supervisor's Support for Training

For this study, the variable, supervisor's support, was defined by goal setting, opportunity to use skills, and recognition. Goal setting was the degree to which the supervisor established goals that encourage the application of training. An example of this would be a supervisor who set goals and performance expectations based on the training content.

The opportunity to use skills was the degree to which the supervisor provides opportunities for the use and application of training. An example would be a supervisor who met with a trainee to discuss ways to apply the training in the workplace.

Recognition was the degree to which the supervisor reinforced and rewarded the use of training content. An example would be a supervisor who provided praise when a trainee used leadership skills on the job after completing training on leadership. Together, goal setting, opportunity to use skills, and recognition constituted the variable, supervisor's support.

To measure perceived supervisor's support for this study, the work of Short (1997), which was modified from Rouiller and Goldstein's (1993) transfer climate survey, was used. This instrument consisted of three subscales with 43 items to measure perceived supervisor, peer, and subordinate support. According to Short, the reliability coefficients for this instrument were .83, .78, and .83, respectively. For this study, only 17 questions regarding supervisor's support were used. These questions had already been validated and translated into Korean by Kim (2006) and Lee (1995). Previous studies using these 17 items in Korean reported that coefficient alphas ranged from .79 to .83. Kim (2006) conducted confirmatory factor analysis to examine the validity of the instrument and showed good fit (GFI=.994; AGFI=.991; NFF=.991).

Participation in Training

Participation in training, for this study, was defined as frequency, duration of training and perceived availability to formal training opportunities needed to perform a job effectively. As was previously mentioned, training activities mainly focused on formal and structured forms of developing skills needed for effective performance in the

workplace. Considering that training in Korean organizations is generally done in a structured classroom environment, it was more acceptable to use training terms only to refer to internal and external classroom-based training.

This study included external and internal training because these are the two most widely recognized forms of training provided by Korean organizations. According to the results of the workplace panel surveys which were conducted in 2009, 39.7% of Korean companies reported using internal training and 38.1% used external training. Internal training refers to any learning event that is offered by an organization's human resource development practitioners or other organizational staff, intended to serve its employees. External training refers to learning opportunities designed and delivered by an outside company (i.e., not the employee's organization), using external consultants, specialists or vendors (Chaudhuri, 2011).

In this study, the definition of participation in training included voluntary and mandatory training because these development activities are often formally prescribed and sponsored by organizations or external consultants at an organization's request. Employee development activities can be initiated and managed by the employee or may be initiated and sponsored by an organization or a team to which the employee belongs. For example, employees may participate voluntarily in development activities because of a personal interest in acquiring knowledge or skills in a particular area. On the other hand, an organization may initiate a mandatory management development program that focuses on training new managers to improve their management capacities for skills such as leadership, teamwork coordination, communication skills, and performance appraisals.

On-the-job and on-line training were excluded in this study for the following reasons. According to Tobias and Fletcher (2000), on-the-job training is an informal and unstructured process because it is self-taught, meaning it can be learned without a teacher. Because this study targeted structure and formal training, on-the-job training was not included. Even though on-line training is growing in popularity in Korean organizations, it is not yet a widely recognized form of training. 68% of Korean employees reported to have participated in classroom- based internal training, 42% participated in classroom-based external training, while only 21,4 % participated in on-line training. Morris (2009) mentioned that Korean have clear learning preferences towards receiving training through traditional teacher-centered and classroom-based methods.

To measure for this variable, an existing research instrument developed by Bartlett (1999) was used. This instrument measured the frequency, duration of training and perceived availability to training with six items. Tharenou and Conroy (1994) originally designed the items used to measure frequency of training. Bartlett (1999) developed other items.

To measure the frequency of training, Bartlett originally developed three items, but the one item for the frequency of on-the-job training was deleted for this study. Only formal training activities were measured. As mentioned above, formal training activities were defined as classroom-based activities in this study. Duration was measured with a single open-ended item, and perceived availability to training was measured with three items. In his study, reliability was confirmed with an alpha value of .77. Factor analysis was performed and produced an Eigenvalue of 2.19, suggesting that the three items were

suitable for inclusion as a scale. As the original instrument used a 7-point Likert-type scale anchored from “strongly disagree” to “strongly agree,” the scale was modified to a 5-point scale for better consistency across all instruments in this study.

As this instrument was originally developed in English, it was necessary to translate it into Korean. In order to ensure that the Korean translation correctly reflected the meaning and nuance of the original instruments, back-translation was conducted, followed by content/face validity, based on a review by a panel of two academics and two bilingual practitioners in HRD in Korea.

Reliability and Construct Validity

The stability (often used for reliability) for each instrument in this study was computed to measure internal consistency among the items of each section of the instrument using the Cronbach’s alpha coefficients. The results were within the acceptable limits, ranging from .71 to .93. All were above the minimum requirement of .70 (Hair, Anderson, Tathan & Black, 2006). Table 7 displays the Cronbach’s alpha stability results.

Table 7

Cronbach's Alpha Stability Results

Measure	No of Items	Cronbach's Alpha
Organizational Commitment		
Affective Commitment	6	.92
Normative Commitment	6	.90
Participation in training		
Perceived availability to Training	2	.79
Perceived Supervisor's Support		
Goal Setting	4	.88
Opportunity to Use Skills	7	.93
Recognition	6	.93
Perceived Benefits of Training		
Personal Benefits	5	.86
Career-related Benefits	4	.88
Job-related Benefits	3	.71

Construct validity of each instrument was determined by the results of confirmatory factor analysis (CFA) obtained using LISREL 8.8. The model fit estimates, as presented in Table 8, include chi-square measure (χ^2), the comparative fit index (CFI), and the non-normed fit index (NNFI), and the root mean square error of approximation (RMSEA). CFI and NNFI more than .90 and RMSEA less than .08 correspond to a "good" fit and are generally accepted (McDonald & Ho, 2002). Table 8 shows a good fit.

Results of the confirmatory factor analysis of the latent variables of interest (Participation in training--perceived availability to training, perceived supervisor's support--goal setting, opportunity to use skills, recognition-, training benefits--personal, career-related, and job-related, organizational commitment--affective and normative) confirmed a nine-factor structure. The factor loadings are shown in Table 9. All the

loadings are over .35, which is generally accepted (Kim & Mueller, 1978). Therefore, the construct validity of all measures used in the study has been determined.

Table 8

Fit Factors of Confirmatory Factor Analysis

Df	χ^2	RMSEA	NNFI	CFI
824	2046.49***	.074	.97	.98

a: †: p<.10, *: p<.05, **: p<.01, ***: p<.001

Table 9

Confirmatory Factor Item Loadings

Factor and Item	Loading
Participation in training	
1. This organization has stated policies on the amount of type of training	.68
2. An employee is aware of type of training planned for the self	.88
Perceived Supervisor's Support: Goal Setting	
Your supervisor:	
1. Discussed performance expectations (based on training) with you shortly after training	.39
2. Set goals with you which encourage you to apply your training on the job	.87
3. Expects you to make use of your training	.92
4. Helps you set realistic goals to evaluate job performance based on your training	.64
Perceived Supervisor's Support: Opportunity to Use Skills	
Your supervisor:	
1. Makes sure you have the opportunity to use your training	.83
2. Discusses problems in using your training with you	.79
3. Has you share your training experience and learning with your peers	.87
4. Meets with you to discuss ways to apply training on the job	.71
5. Provides answers to questions about the use of training on the job	.86
6. Meets regularly with you to work on problems you may be having in trying to use your training	.87
7. Lets you know you are doing a good job when you use your training	.86

Perceived Supervisor's Support: Recognition	
Your supervisor:	
1. Praises you when you have performed well by using your training	.68
2. Lets you know you are doing a good job when you use your training	.83
3. Thinks you are being effective when you use the techniques learned in training	.86
4. Notices when you use your training	.81
5. Gives you feedback about the value and usefulness of training	.85
6. Seems to care whether you use your training	.83
Training Benefits: Personal Benefits	
Participation in training programs will:	
1. Help my personal development	.72
2. Help me network with other employees	.67
3. Help me perform my job better	.88
4. Help me stay up-to date on new processes and products or procedures related to my job	.70
5. Lead to more respect for my peers	.79
Training Benefits: Career-related Benefits	
Participation in training programs will:	
1. Increase my chances of getting a promotion	.75
2. Help me reach my career objective	.84
3. Give me a better idea of the career path I want to pursue	.85
4. Result in more opportunities to pursue different career paths	.81
Training Benefits: Job-related Benefits	
Participation in training programs will:	
1. Help me get along better with my peers	.56
2. Help me get along better with my manager	.84
3. Give me a needed break from my job	.88
Organizational Commitment: Affective Commitment	
1. I would be happy to spend the rest of my career with this organization	.74
2. I really feel as if this organization's problems are my own	.77
3. I feel like part of the family at my organization	.87
4. I feel "emotionally attached" to this organization	.75
5. This organization has a great deal of personal meaning for me	.80
6. I feel a strong sense of belonging to my organization	.88
Organizational Commitment: Normative Commitment	
1. I feel obligation to remain with my current employer	.74
2. Even if it were to my advantage, I do not feel it would be right to leave my organization now	.76
3. I would feel guilty if I left my organization now	.77
4. This organization deserves my loyalty	.88

5. I would not leave my organization right now because I have a sense of obligation to the people in it	.74
6. I feel a strong sense of belonging to my organization	.74

Protection of Human Subjects

The researcher contacted the Human Resource manager at the company to explain the purpose, risks, and benefits of this study, as well as the letter of research support consent form (see Appendix B). After receiving the letter of research support consent from the HR manager, the researcher submitted the letter and application forms to the Institutional Review Board (IRB) for review of the research. After the research was approved by the IRB (see Appendix C), the researcher contacted the HR again. From the list of all eligible employees by the HR department, the Human Resource managers, with the researcher's assistance, selected 500 samples randomly. The researcher asked them by e-mail to participate in the study (see Appendix D) and asked the HR manager to forward the researcher's recruitment e-mail to potential subjects. Based on a participant's agreement to take part in the study, survey questionnaires, including appropriate consent information and stamped return envelopes, were delivered to them.

The survey questionnaires were distributed to respondents in the sample along with the researcher's information letter introducing the purpose and process of the survey. Every participant was informed of the researcher and the study's purpose, process, benefits, and risks. Respondents were also informed that their participation in the study was completely voluntary and that they had the right to withdraw from participation at any time, for any reason, with no penalty.

The company's HR department, drawing on its own experiences advised the researcher to give respondents a week to complete the hard-copy survey questionnaires.

To ensure anonymity of responses, the information collected in the survey did not identify respondents. Surveys were placed in a sealed envelope before being returned. No further information, such as the participant's name, address, or phone number, was collected, in order to protect privacy.

Data Analysis

Descriptive statistics, correlations, and regression analysis were used to answer the research questions. Descriptive statistical analyses (e.g., means, standard deviations, frequencies, and percentages) were used to present the basic information about the instrument variables. In addition, simple correlational analysis was used to determine relationships among organizational commitment, participation in training, benefits of training, and supervisor's support. Correlational analysis allowed for a measure of the degree of a relationship between two variables rather than just whether or not a relationship existed (Joo, 2007). Regression analysis was employed to determine if a combination of variables can strengthen the prediction of organizational commitment.

Summary

This chapter addressed the basic methods used to answer the research questions. These methods included the sample and data collection, instrumentation, data analysis and protection of human subjects. For this study, 500 employees from a Korean company were selected at random from a list of qualified employees provided by the HR department and were asked via e-mail to participate in this study. The researcher met the company's HR manager in person to explain the purpose of the study, risk and benefits related to the study and the consent form. After approval from IRB on protection of human subjects, the survey questionnaire was distributed. The sample of this study was Korean employees who had participated in formal training programs with their current organization and current managers within the prior twelve months, had worked at the company for more than one year and agreed to complete the survey.

A total of 285 surveys were collected, with 269 being useable, for a response rate of 53.8%. For the survey questionnaire, validated and reliable Korean versions of measurements of organizational commitment, perceived benefits of training, and perceived supervisor's support for training measures were used. Other measures for participation in training were translated into Korean, back-translated to insure accuracy of translation, and were reviewed by a panel of four to insure face/content validity. The reliability and validity of all instruments were examined using Cronbach's alphas and confirmatory factor analysis. For the data analysis, descriptive statistics, correlations, and regression analysis were used.

CHAPTER 4

RESULTS

This chapter presents the findings of a correlational study that examined the relationship between different aspects of training and organizational commitment. The results for each of the research questions are presented with the findings based on descriptive statistics, simple correlations, and multiple regression analysis.

Descriptive Statistics

For this study, participants consisted of 269 employees in one large firm in Korea. Table 10 displays the descriptive statistics for the training variables items.

Two of the items asking about career-related benefits of training and one of the items asking about perceived availability to training were dropped. In the initial confirmatory factor analysis, these items showed factor loadings below .30. After these items were dropped, CFA was conducted again. Reported here is the result for CFA of second round.

The two items looking at frequency of training were combined. These two questions asked the number of trainings programs, run by either the participant's organization or by an outside organization, respectively, in which the respondent participated. These two questions were designed separately in the survey questionnaire to obtain the exact total number of trainings the respondents have participated, since it was probable that some sort of confusion would have existed in the responses had the two items been combined and asked as a single question. For instance, the respondents might have been puzzled as to whether they should answer with the total number of both training program types and/or with either one of them. However, it should be noted that

for the calculation of the training frequency, the total number of training events participated by the respondents need to be integrated. Thus, the two items that looked into the frequency of trainings were combined in the data analysis.

Table 10

Descriptive Statistics of Training Variables

Questions	Mean	SD
Participation in training		
Frequency of Training		
Q1	3.57	3.66
Duration of Training		
Q1	35.41	48.14
Perceived availability to Training		
Q1	3.20	1.08
Q2	2.91	1.16
Perceived Supervisor's Support		
Supervisor's Goal Setting		
Q1	3.03	1.04
Q2	3.07	1.03
Q3	3.69	.90
Q4	3.27	.93
Opportunity to Use Skills		
Q1	3.37	.98
Q2	3.17	.99
Q3	3.51	.96
Q4	3.15	1.03
Q5	3.11	1.04
Q6	2.95	1.10
Q7	2.97	1.12
Recognition		
Q1	3.54	.95
Q2	3.47	.96
Q3	3.49	.90
Q4	3.32	.91
Q5	3.32	.97

Q6	3.21	1.03
Perceived Benefits of Training		
Personal Benefits		
Q1	4.20	.73
Q2	4.09	.73
Q3	3.90	.78
Q4	3.70	.91
Q5	3.69	.92
Career-related Benefits		
Q1	3.46	.94
Q2	3.88	.79
Q3	3.96	.79
Q4	3.77	.85
Job-related Benefits		
Q1	3.71	.88
Q2	3.52	.94
Q3	3.07	1.12

Note. Frequency of training asked the number of training;
Duration of training asked the amount of time spent in training;
All variables had fiver-Likert type scales; For the specific
question items, see Appendix A.

Correlations among Key Constructs

Correlation analysis was conducted to examine the relationships among the variables. Table 11 demonstrates descriptive statistics for each scale and correlation statistics of the nine constructs used in this study. Most of correlations were significant either at $p < .05$ or $p < .01$ level. According to Field (2005), a correlation coefficient of .10 represents a small positive effect, .30 shows a medium positive effect, and .50 is a large positive effect. These are, however, dependent on the size of the respondent group. In this case, some small correlations are statistically significant because of the large number of respondents. The correlation coefficients ranged from .02 to .87.

Table 11

Descriptive Statistics and Correlations of Eleven Main Constructs

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Gender	1																
2. Age	.44**	1															
3. Year of Education	-.08	-.13*	1														
4. Tenure	.42**	.71**	-.25**	1													
5. Senior Manager	.11	.53**	.27**	.43**	1												
6. Assistant Manager	.06	-.25**	-.04	-.17**	-.61**	1											
7. FREQ	.18**	.06	-.05	.04	-.19**	.16*	1										
8. DUR	.07	-.05	.06	-.07	-.05	.17**	.10	1									
9. AVAL	.19**	.06	.05	.06	.05	.02	.20**	.09	1								
10. GS	.28**	.16**	-.02	.12	.11	-.01	.16*	.13*	.42**	1							
11. OUS	.29**	.16**	-.04	.12	.09	-.03	.11	.08	.46**	.87**	1						
12. REC	.23**	.14*	-.07	.09	.04	.01	.16*	.08	.42**	.76**	.82**	1					
13. PER	.12	.14*	.04	.07	.11	-.01	.07	.09	.25**	.44**	.42**	.46**	1				
14. CAR	.13*	.14*	.07	.06	.15*	-.01	.11	.11	.18**	.51**	.46**	.49**	.76**	1			
15. JOB	.29**	.37**	.00	.29**	.27**	-.06	.10	.02	.27**	.50**	.51**	.47**	.58**	.55**	1		
16. AC	.34**	.32**	-.01	.33**	.24**	-.16*	.09	.07	.29**	.40**	.43**	.40**	.52**	.49**	.51**	1	
17. NC	.38**	.32**	-.01	.29**	.24**	-.13*	.12	.05	.37**	.44**	.46**	.43**	.55**	.52**	.57**	.79**	1
Mean	.75	39.32	16.50	6.42	0.48	0.29	3.57	35.41	3.05	3.27	3.18	3.39	3.91	3.76	3.44	3.79	3.50
SD	.44	6.40	2.26	3.50	0.50	0.46	3.66	48.14	1.02	0.83	0.86	0.82	0.66	0.72	0.78	0.79	0.88

Note. *: $p < .05$; **: $p < .01$; FREQ=Frequency of training; DUR=Duration of training; AVAL=Perceived availability to training; GS=Goal Setting; OUS=Opportunity to Use Skills; REC=Recognition; PERS=Personal Benefits; CAR=Career-related Benefits; JOB=Job-related benefits; AC=Affective Commitment; NC=Normative Commitment

Results for Research Questions

To test for each research questions, correlational analysis and multiple regression analysis were performed via SPSS software. Multiple regression analysis was used to assess the effects of three factors—participation in training, perceived supervisor's support, and perceived employee's training benefits—on two types of organizational commitment, affective and normative. In examining each research question, a set of demographic variables was entered in the first block. Next, each set of variables (participation in training, perceived supervisor's support, perceived benefits of training) was entered in the second block.

What is the Relationship between Organizational Commitment, Represented by Affective and Normative Commitment, and Demographic Factors in a Korean Firm?

The results of the regression model are shown in Table 13. In the first block, the effects of demographic variables were controlled. Demographic variables accounted for 16% of the variance in affective commitment. Gender showed a positive relationship ($p < .001$), meaning that male employees were more likely to show affective commitment for their organization. For normative commitment, 19% of the variance was explained by demographic variables, with only gender showing a positive relationship ($p < .001$).

To examine whether there were differences in affective and normative commitment by demographic variables, a 2 x 4 between-subjects analysis of variance (ANOVA) of gender (male vs. female) and age (29 and below, 30 to 39, 40 to 49, and 50 and above) was conducted. As shown in Table 12, the main effects of gender and age were significant for affective (gender at $p < .05$ and age at $p < .05$) and normative commitment (gender at $p < .001$ and age at $p < .05$). Both types of commitment were higher for male than female employees and higher for older employees than younger employees. As there were four groups in age, post-hoc follow-up tests were conducted to identify which age groups differed significantly using Tukey's HSD. The results showed that employees who were 29 years old or younger

did not differ from those who were at their 30s'. Likewise, those who were at their 40s' did not differ from those at their 50s'. On the other hand, those at their 40s' and 50s' exhibited a higher level of both types of commitment than those below 29 and in their 30s'. Lastly, the interaction effects for gender and age were not significant for both types of commitment ($F=.91$, $p>.05$ for affective commitment and $F=1.91$, $p>.05$ for normative commitment).

Table 12

Demographic Differences by Gender, Age, and Interaction of Gender and Age in Affective and Normative Commitments as Determined by ANOVA

												Female				Male							
												AC		NC		AC		NC					
	N	Mean	SD	Mean	SD		N	Mean	SD	Mean	SD		N	Mean	SD	Mean	SD	N	Mean	SD	Mean	SD	
Female	68	3.45	.10	3.94	.08	29 & below	33	3.48	.13	3.18	.15	29 & below	21	3.30	.16	2.87	.18	12	3.65	.21	3.49	.23	
Male	201	3.09	.12	3.68	.08	30-39	108	3.50	.07	3.17	.08	30 - 39	38	3.21	.12	2.78	.13	70	3.79	.09	3.55	.10	
						40-49	112	3.93	.13	3.70	.14	40 - 49	9	3.83	.24	3.63	.27	103	4.03	.07	3.77	.08	
						50 & above	16	4.28	.18	3.92	.20	50 & above					16	4.28	.18	3.92	.20		
F	Gender		8.17		12.58		Age		4.67		4.37		Gender*		0.97		1.91						
Significance				.005		.000				.003		.005		Age		.381		.15					

Note. AC Stands for Affective commitment, NC stands for Normative commitment.

What is the Relationship between Participation in Training and Affective and Normative Commitment in a Korean Firm?

Correlation coefficients of the factors showed that, among the measures of Participation in training, perceived availability to training had a positive relationship with both types of organizational commitment ($r=.28$, $p<.001$ for affective commitment, $r=.37$, $p<.001$ for normative commitment). Correlation coefficients of training frequency were $.09$ ($p>.05$) for affective commitment and $.12$ ($p>.05$) for normative commitment. Correlation coefficients of duration of training were $.07$ ($p>.05$) for affective commitment and $.05$ ($p>.05$) for normative commitment.

In the second block, the results indicated that Participation in training showed a positive yet weak relationship. Table 1 and 14 display that Participation in training accounted for 6% of the variance in affective commitment and 9% of the variance in normative commitment. Of the measures used to determine Participation in training, perceived availability to training accounted for the most significant relationship to affective ($\beta=.23$, $p<.01$) and normative commitment ($\beta=.31$, $p<.01$). This suggests that those who believe that their organization provides high levels of perceived availability to training opportunities are more likely to exhibit higher levels of affective and normative commitment.

Table 13

Regression Analysis for Participation in training and Affective Commitment

Variable	Model 1				Model2-1			
	B	S.E.	β	t-value	B	S.E.	β	t-value
(Constant)	2.66***	0.54		4.88	2.24***	0.58		3.84
Gender	0.44***	0.12	0.24***	3.73	0.35**	0.13	0.19**	2.74
Age	0.01	0.01	0.08	0.88	0.01	0.01	0.09	0.99
Year of Education	0.02	0.02	0.04	0.66	0.01	0.02	0.02	0.28
Tenure	0.03	0.02	0.15	1.69	0.03	0.02	0.13	1.43
Senior Manager	0.04	0.15	0.02	0.24	-0.01	0.16	-0.01	-0.06
Assistant/Manager	-0.19	0.13	-0.11	-1.51	-0.19	0.14	-0.11	-1.37
Perceived availability to Training					0.18***	0.05	0.23***	3.72
Frequency of Training					0.00	0.01	0.01	0.16
Duration of Training					0.00	0.00	0.06	0.99
R ²	0.16***				0.22***			
Adjust R ²	0.15***				0.19***			
ΔR^2	0.16***				0.06***			

Note. *: p < .05, **: p < .01, ***: p < .001

Table 14

Regression Analysis for Participation in training and Normative Commitment

Variable	Model 1				Model2-1			
	B	S.E.	β	t-value	B	S.E.	β	t-value
(Constant)	2.44***	0.61		4.04	1.75**	0.63		2.77
Gender	0.64***	0.13	0.31***	4.84	0.52***	0.14	0.25***	3.82
Age	0.01	0.01	0.07	0.77	0.02	0.01	0.11	1.22
Year of Education	0.00	0.03	0.01	0.18	-0.01	0.03	-0.03	-0.41
Tenure	0.02	0.02	0.06	0.71	0.00	0.02	0.01	0.08
Senior Manager	0.16	0.17	0.09	0.96	0.14	0.17	0.08	0.79
Assistant/Manager	-0.13	0.14	-0.07	-0.94	-0.10	0.15	-0.05	-0.70
Perceived availability to Training					0.27***	0.05	0.31***	5.16
Frequency of Training					0.01	0.02	0.02	0.41
Duration of Training					0.00	0.00	0.02	0.41
R ²	0.19***				0.28***			
Adjust R ²	0.17***				0.25***			
ΔR^2	0.19***				0.09***			

Note. *: p < .05, **: p < .01, ***: p < .001

What is the Relationship between Perceived Supervisor's Support for Training and Affective and Normative Commitment in a Korean Firm?

Correlation coefficients of the factors show that perceived supervisor's support for training had a decidedly positive relationship with both types of organizational commitment. For affective commitment, correlation coefficients were .40 for goal setting, .43 for opportunity to use skills, and .40 for recognition (p < .001). For normative commitment, correlation coefficients were .44, .46, and .43 (p < .001).

In the second block, the results reported in Table 15 and 16 indicated that perceived supervisor's support showed a moderate relationship. Perceived supervisor's support accounted for 14% of the variance in affective commitment and 14% of the variance in normative commitment. Among the measures used to determine perceived supervisor's support, only recognition reported a relationship with normative commitment ($\beta = .18$, p < .05).

This suggests those who sense that their supervisor gives them positive recognition for skills learned in training are more likely to exhibit a higher level of normative commitment.

Table 15

Regression Analysis for Perceived Supervisor's Support and Affective Commitment

Variable	Model 1				Model2-1			
	B	S.E.	β	t-value	B	S.E.	β	t-value
(Constant)	2.66***	0.54		4.88	1.53**	0.54		2.85
Gender	0.44***	0.12	0.24***	3.73	0.25*	0.12	0.14*	2.17
Age	0.01	0.01	0.08	0.88	0.01	0.01	0.06	0.69
Year of Education	0.02	0.02	0.04	0.66	0.02	0.02	0.07	1.12
Tenure	0.03	0.02	0.15	1.69	0.04*	0.02	0.18*	2.24
Senior Manager	0.04	0.15	0.02	0.24	-0.01	0.14	-0.01	-0.72
Assistant/Manager	-0.19	0.13	-0.11	-1.51	-0.20	0.12	-0.11	-1.63
Goal Setting					0.04	0.10	0.04	0.36
Opportunity to Use Skills					0.18	0.11	0.20	1.62
Recognition					0.14	0.09	0.15	1.59
R ²	0.16***				0.30***			
Adjust R ²	0.15***				0.27***			
ΔR^2	0.16***				0.14***			

Note. *: p <.05, **: p<.01, ***: p<.001

Table 16

Regression Analysis for Perceived Supervisor's Support and Normative Commitment

Variable	Model 1				Model2-1			
	B	S.E.	β	t-value	B	S.E.	β	t-value
(Constant)	2.44***	0.61		4.04	1.03	0.59		1.74
Gender	0.64***	0.13	0.31***	4.84	0.44**	0.13	0.22***	3.48
Age	0.01	0.01	0.07	0.77	0.01	0.01	0.06	0.72
Year of Education	0.00	0.03	0.01	0.18	0.02	0.02	0.04	0.65
Tenure	0.02	0.02	0.06	0.71	0.02	0.02	0.09	1.08
Senior Manager	0.16	0.17	0.09	0.96	0.10	0.15	0.05	0.62
Assistant/Manager	-0.13	0.14	-0.07	-0.94	-0.15	0.13	-0.08	-1.12
Goal Setting					0.08	0.11	0.07	0.69
Opportunity to Use Skills					0.16	0.12	0.15	1.26
Recognition					0.20*	0.10	0.18*	2.03
R2	0.19***				0.33***			
Adjust R2	0.17***				0.31***			
$\Delta R2$	0.19***				0.14***			

Note. *: $p < .05$, **: $p < .01$, ***: $p < .001$

What is the Relationship between Perceived Employee's Training Benefits and Affective and Normative Commitment in a Korean Firm?

Correlation coefficients of the factors showed that perceived benefits of training have a positive relationship with both types of organizational commitment. For affective commitment, correlation coefficients were .52 for personal-related benefits, .49 for career-related benefits, and .51 for job-related benefits ($p < .001$). For normative commitment, correlation coefficients were .55, .52, and .56 ($p < .001$).

In the second block, the results reported in Table 17 and 18 indicated a moderate relationship for benefits of training as it accounted for 26% of the variance in affective commitment and 29% of the variance in normative commitment. All of the measures used to determine perceived benefits of training reported a relationship with affective and normative commitment. This suggests that those who saw the training as beneficial for personal reasons,

their career, and their job are more likely to exhibit higher levels of affective and normative commitment.

Table 17

Regression Analysis for Perceived Benefits of Training and Affective Commitment

Variable	Model 1				Model2-1			
	B	S.E.	β	t-value	B	S.E.	β	t-value
(Constant)	2.66***	0.54		4.88	0.70	0.49		1.41
Gender	0.44***	0.12	0.24***	3.73	0.32*	0.10	0.18**	3.17
Age	0.01	0.01	0.08	0.88	0.00	0.01	0.00	-0.02
Year of Education	0.02	0.02	0.04	0.66	0.01	0.02	0.04	0.73
Tenure	0.03	0.02	0.15	1.69	0.04**	0.02	0.19**	2.59
Senior Manager	0.04	0.15	0.02	0.24	-0.12	0.13	-0.08	-0.97
Assistant/Manager	-0.19	0.13	-0.11	-1.51	-0.29**	0.11	-0.17**	-2.70
Personal Benefit					0.30**	0.09	0.25***	3.24
Career-related Benefit					0.19*	0.08	0.18*	2.40
Job-related Benefit					0.17**	0.06	0.17**	2.66
R ²	0.16***				0.43***			
Adjust R ²	0.15***				0.41***			
ΔR^2	0.16***				0.26***			

Note. *: p <.05, **: p<.01, ***: p<.001

Table 18

Regression Analysis for Perceived Benefits of Training and Normative Commitment

Variable	Model 1				Model2-1			
	B	S.E.	β	t-value	B	S.E.	β	t-value
(Constant)	2.44***	0.61		4.04	0.15	0.53		0.28
Gender	0.64***	0.13	0.31***	4.84	0.48***	0.11	0.24***	4.48
Age	0.01	0.01	0.07	0.77	0.00	0.01	-0.02	-0.34
Year of Education	0.00	0.03	0.01	0.18	0.00	0.02	0.01	0.17
Tenure	0.02	0.02	0.06	0.71	0.03	0.02	0.10	1.45
Senior Manager	0.16	0.17	0.09	0.96	-0.03	0.13	-0.02	-0.24
Assistant/Manager	-0.13	0.14	-0.07	-0.94	-0.25*	0.12	-0.13*	-2.18
Personal Benefit					0.36***	0.10	0.27***	3.62
Career-related Benefit					0.18*	0.09	0.15*	2.10
Job-related Benefit					0.26***	0.07	0.23***	3.79
R ²	0.19***				0.48***			
Adjust R ²	0.17***				0.46***			
ΔR ²	0.19***				0.29***			

Note. *: p <.05, **: p<.01, ***: p<.001

Table 19

Regression Analysis: Affective Commitment

Variables	Model1			Model2-1			Model2-2			Model2-3		
	B	S.E.	β	B	S.E.	β	B	S.E.	β	B	S.E.	β
(Constant)	2.66** *	0.54		0.70	0.49		1.53* *	0.54		2.24** *	0.58	
Gender	0.44** *	0.12	0.24** *	0.32*	0.10	0.18*	0.25*	0.12	0.14 *	0.35**	0.13	0.19**
Age	0.01	0.01	0.08	0.00	0.01	0.00	0.01	0.01	0.06	0.01	0.01	0.09
School Years	0.02	0.02	0.04	0.01	0.02	0.04	0.02	0.02	0.07	0.01	0.02	0.02
Organizational Tenure	0.03†	0.02	0.15	0.04* *	0.02	0.19* *	0.04*	0.02	0.18 *	0.03	0.02	0.13
Senior Manager	0.04	0.15	0.02	-0.12	0.13	-0.08	-0.01	0.14	- 0.01	-0.01	0.16	-0.01
Manager/Assista nt Manager	-0.19	0.13	-0.11	- 0.29* *	0.11	- 0.17* *	-0.20	0.12	- 0.11	-0.19	0.14	-0.11
Personal				0.30* *	0.09	0.25* *						
Career-related				0.19*	0.08	0.18*						
Job-related				0.17* *	0.06	0.17* *						
Goal Setting							0.04	0.10	0.04			
Opportunity to Use Skills							0.18	0.11	0.20			
Recognition							0.14	0.09	0.15			
Perceived availability to Training Frequency										0.18** *	0.05	0.23** *
Duration										0.00	0.01	0.01
										0.00	0.00	0.06
R ²	0.16***			0.43***			0.30*			0.22***		
ΔR^2	0.16***			0.26***			0.14**			0.06**		

Note. *: p < .05, **: p < .01, ***: p < .001

Table 20

Regression Analysis: Normative Commitment

Variable	Model1			Model2-1			Model2-2			Model2-3		
	B	S.E.	β	B	S.E.	β	B	S.E.	β	B	S.E.	β
(Constant)	2.44***	0.61		0.15	0.53		1.03	0.59		1.75**	0.63	
Gender	0.64***	0.13	0.31***	0.48***	0.11	0.24***	0.44**	0.13	0.22**	0.52***	0.14	0.25***
Age	0.01	0.01	0.07	0.00	0.01	-0.02	0.01	0.01	0.06	0.02	0.01	0.11
School Years	0.00	0.03	0.01	0.00	0.02	0.01	0.02	0.02	0.04	-0.01	0.03	-0.03
Organizational Tenure	0.02	0.02	0.06	0.03	0.02	0.10	0.02	0.02	0.09	0.00	0.02	0.01
Senior Manager	0.16	0.17	0.09	-0.03	0.13	-0.02	0.10	0.15	0.05	0.14	0.17	0.08
Manager/Assistant Manager	-0.13	0.14	-0.07	-0.25*	0.12	-0.13*	-0.15	0.13	-0.08	-0.10	0.15	-0.05
Personal				0.36***	0.10	0.27***						
Career-related				0.18*	0.09	0.15*						
Job-related				0.26***	0.07	0.23***						
Goal Setting							0.08	0.11	0.07			
Opportunity to Use Skills							0.16	0.12	0.15			
Recognition							0.20*	0.10	0.18*			
Perceived availability to Training										0.27***	0.05	0.31***
Frequency										0.01	0.02	0.02
Duration										0.00	0.00	0.02
R ²		0.19***			0.48***			0.33***			0.28***	
ΔR^2		0.19***			0.29***			0.14***			0.09***	

Note. *: p < .05, **: p < .01, ***: p < .001

Table 21

Summary of Research Questions

Research Question	Description	Result
Affective Commitment	What is the relationship between organizational commitment, represented by affective and normative commitment, and demographic factors, such as age, gender, and working level?	Gender (+)
Normative Commitment		Gender (+)
Affective Commitment	What is the relationship between Participation in training and affective and normative commitment in a Korean firm?	Perceived Availability to Training (+)
Normative Commitment		Perceived Availability to Training (+)
Affective Commitment	What is the relationship between perceived supervisor's support for training and affective and normative commitment in a Korean firm?	Rejected
Normative Commitment		Recognition Supported (+)
Affective Commitment	What is the relationship between perceived employee's training benefits and affective and normative commitment in a Korean firm?	Personal-, Job-, Career-related (+)
Normative Commitment		Personal-, Job-, Career-related (+)

Note. (+) denotes a positive relationship; only supported relationships were reported in the result column.

Summary

This chapter summarizes the results of the statistical analyses. First, descriptive statistics for the measures and correlation matrices for key constructs were reported. Second, confirmatory factor analysis and reliability tests for perceived availability to training, perceived supervisor's support (goal setting, opportunity to use skills, recognition), and perceived benefits of training (personal-related, career-related, and job-related benefits of training) provided statistical support for reliable and valid measures, confirming the seven dimensions described above. Reliability tests for the outcome variables and assessment of the measurement models also provided acceptable reliability and validity of the measures.

Correlation analysis demonstrated that most of the notable relationships were supported. There was a positive relationship between demographic variables (gender) and affective and normative commitment. Perceived availability to training and both types of commitment were also positively related, whereas frequency and duration of training did not show a positive relationship with either type.

To further examine the relationships among variables, multiple regression analyses were conducted. Demographic variables can account for 16% of the variance in affective commitment and 19% of the variance in normative commitment. After controlling for the effect of demographic variables, about 26% of the variance in affective commitment and 29% of the variance in normative commitment can be explained by perceived benefits of training. Perceived supervisor's support can account for about 14% of the variance in affective commitment and 14% of the variance in normative commitment. However, only recognition showed a positive relationship with normative

commitment. Lastly, Participation in training can explain about 6% of affective commitment and 9% of normative commitment. Only perceived availability to training showed a positive relationship with both types of commitment.

CHAPTER 5

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the research under investigation and to integrate the study's findings with existing literature on organizational commitment and training. A discussion of the findings, including the potential implications for research and practice, limitations, and recommendations for future research, are presented in this chapter.

Summary

Current international human resource management research has a strong focus on how organizations can improve the organizational commitment of employees (Malhotra, Budhwar and Prowse, 2007). The benefits of high level of organizational commitment have been widely researched and have supported the notion that strong commitment relates positively to a variety of desirable outcomes, including job satisfaction and performance, and to a decline in employees' intention to leave the organization.

Effective HR interventions have been shown to play an important role in building and maintaining the commitment of employees towards the organization (Allen, Shore and Griffeth, 2003). Training has been identified as an important HR intervention method to contribute to organizational performance (Shuler and MacMillan, 1984). This has led many Korean firms to heavily invest in training, even if reluctantly in some cases (Song, 2007). In order to better judge the effects of training, it has been suggested that its relationship to organizational commitment be examined directly.

Purpose and Research Questions

The purpose of this study is to investigate the relationship between training and organizational commitment in the organizations of Korea. The overarching research question that guides this study is: Is there a relationship between training and organizational commitment in the organizations of Korea?

This study is comprised of four research questions:

1. What is the relationship between participation in training and affective and normative commitment in a Korean firm?
2. What is the relationship between perceived supervisor support for training and affective and normative commitment in a Korean firm?
3. What is the relationship between perceived employee training benefits and affective and normative commitment in a Korean firm?
4. What is the relationship between organizational commitment, represented by affective and normative commitment, and demographic factors, such as age, gender, and working level?

Procedures

For this study, 500 samples were randomly selected from a large Korean organization. With the approval from IRB, hard copy survey questionnaires were distributed to those who agreed to participate in the study. After five working days given to the participants, completed surveys were received from 285 respondents, with 269 being useable, thus the useable response rate of 53.8%. The survey questionnaire was constructed incorporating scales from previously validated instruments. The reliability, as measured by Cronbach's alpha scores for each scale, was within the acceptable limits,

ranging from .71 to .93. The results of confirmatory factor analysis confirmed construct validity of the instruments. Descriptive statistics, simple correlations, and regression analysis were used to answer the research questions.

Findings

Correlation analysis demonstrated that most of relationships were supported. There was a positive relationship between demographic variables (gender) and affective and normative commitment. Perceived availability to training and both types of commitment were also positively related, whereas frequency and duration of training did not show a positive relationship with either type.

To further examine the relationships among variables, multiple regression analyses were conducted. Demographic variables can account for 16% of the variance in affective commitment and 19% of the variance in normative commitment. Gender was positively related to both types of commitment. After controlling for the effect of demographic variables, about 26% of the variance in affective commitment and 29% of the variance in normative commitment can be explained by perceived benefits of training. Perceived supervisor's support can account for about 14% of the variance in affective commitment and 14% of the variance in normative commitment. However, only recognition showed a positive relationship with normative commitment. Lastly, Participation in training can explain about 6% of affective commitment and 9% of normative commitment. Only perceived availability to training showed a positive relationship with both types of commitment.

Discussion of the Findings

The following paragraphs present a discussion of the findings.

Relationship between Organizational Commitment and Demographic Factors

Demographically, the study reveals that only gender correlated positively with organizational commitment. Previous studies have found that women are more committed to their employing organizations and have higher job satisfaction than men (Angle & Perry, 1981; Grusky, 1996; Hrebiniak & Alutto, 1972; Lincoln & Kalleberg, 1990). However, this study indicates that Korean male employees are more committed than Korean female employees. This result may be explained by differences between western and Korean cultures. Even though the roles of female employee of a company in the Korean society have been changing, the turnover rate of female because of marriage and child care is still high, and men still play the key role in private organizations in Korea (Lim, 2003). Also, because female employees are more likely than male employees to leave the workplace due to childcare or marriage, the result shows that, women's sense of organizational commitment is lower than men in Korea. Therefore, a better balance between men and women power in the workplace may be necessary for women to have greater organizational commitment.

Relationship between Organizational Commitment and Participation in Training

The analysis for this research question used the number of training, the number of hours spent in training and perceived availability to training as the measure for participation in training. The result shows that only perceived availability to training of participation positively relates to organizational commitment. This finding supports many previous studies in the context of west and east which found that perceived availability training is positively correlated with both affective and normative commitment (Ahmad and Bakar, 2003; Bartlett, 2001).

Interestingly, and contrary to the prediction, the results show that the number of training and the number of hours spent in training have no relationship with organizational commitment. It implies that Korean organizations should consider providing useful education to raise employee performance rather than blindly raising the frequency of the training for the employees. Another point is that Korean companies need to carefully improve the operation of mandatory training or the one year credit fulfillment requisite. It goes without saying that some employees might actually need the required training; whereas some others might perceive this to be an increase on the employee's work load. This highlights the need for more detailed research to determine exactly what type of training experiences employees are given and how they perceive this training to benefit themselves and their organization. The frequency of participation in external/internal training events and its relationship with organizational commitment need to be identified and further researches might examine this issue.

Relationship between Perceived Supervisor's Support for Training

There was no significant support for perceived supervisor's support for training in the study result, even though it was expected to have a strong relationship with organizational commitment when we consider the training environment, history, culture of Korea and previous research (Farh & Cheng, 2000; Hun & Jung, 2007; Kim, 200, Newman et al, 2011). Many previous researches confirmed supervisor support for training has been identified as the most significant variables in western and non-western context that relates to organizational commitment (Chen, 2002; Kidd & Smewing, 2001; Tansky & Cohen, 2001). However, only recognition for use of what employees learned from training was positively related with normative commitment. One explanation for not

finding a strong enough positive relationship may be related to job environment. Korean managers often do not involve their employees in goal setting for training or discussions on the effects of training programs, and the employees, on the other hand, do not recognize much support from the managers.

Relationship between Perceived Benefits of Training

Perceived benefits of training indicated a statistically positive relationship with organizational commitment. All three variables of the perceived benefits of training; job, personal and career related were positively related with affirmative and normative organizational commitment. This outcome is a replication of the findings from previous studies showing that employees' expectation of gaining values benefits from training is important. Thus, employees feel they are more committed by acknowledging that they get values benefits from training. This study also confirms the previous studies for the fact that Korean employees are willing to support their long-term career development and personal career aspiration through training. In Korea, education is perceived as one of the most powerful means for social upward mobility for individuals and this finding confirms that Korean employees view training as a key contributing factor to their career development and success in the workplace.

Moreover, these findings support the study that the perceived training benefits are congruent with different types of "reward" in the overall development package offered to the employees (Armstrong, 2001) and as an investment made by the employer, and it promotes feelings of reciprocation and obligation on the part of the employees to stay with the organization. As it has been proved that all three variables are linked to organizational commitment, thus it is assumed that the perceived benefits of training are

very important factors to Korean employees in raising the level of commitment to the organization.

Conclusions

Current international human resource management research has a strong focus on how organizations can improve the organizational commitment of employees and training has been identified as an important HR intervention method to contribute to organizational commitment. The results of this study supported the proposition that training is positively associated with organizational commitment and these provide the rationale to offer trainings in Korean organizations.

These findings also provide the evidence to the assumption that the level of commitment desired by the organization can be increased by providing strategic trainings that correspond to the changing Korean society. In line with such shifts in the social paradigm, Korean employees who prioritized on the goals and development of their organization have now switched over to prioritizing their personal lives and careers over the organization. This implies that when employees of an organization are interested in training as part of their own career development, it could result in the interested individuals' heightened reaction to training. Based on the findings and discussions of this study, it is hoped that organizations will recognize the benefits of training and will utilize them to develop their employee training strategies and practices.

Recommendations

In this section, recommendations are made for theory, practice, and future research.

Theory

Based on the study findings and insights gained from research, it is possible to identify a number of implications for theory. First, this study attempted to clarify the relationship between training and organizational commitment, in Korean context. The concept of organizational commitment is becoming increasingly important. It has been supported by many studies that organizational commitment is related to several benefits, such as job satisfaction, retention rates and performance (Meyer & Allen, 1997; Park, 2007; Steers, 1977). Based on the findings and relationship between training and organizational commitment, this study can provide a theoretical base to explain the validation for offering training in the Korean organizations. Organizational commitment, one of the critical factors in sustaining the competitive advantages for most Korean organizations, can be increased through training.

The results of this study theoretically support the notion that cultural and economic changes in Korea have been reflected in the relationship between training and organization commitment, which was also supported in Kim and Shim (2004). Kim and Shim mentioned that, by comparing antecedents of organizational commitment among Korea, U.S., and China, Korea shows a cross-vergence between the individualistic view of western culture and the collectivist view of the oriental culture. For example, Korean society prescribes to a mixture of eastern collectivism and western individualistic capitalism. Many people now regard individual achievements and the common interests of society as equally important (Koch, Nam, & Steers, 1995). As such, many corporate employees place a high value on individualism, while still being influenced by familism or collectivism in their thinking and behavior in organizations (Bae & Chung, 1997).

As indicated in this study's findings, Korean employees demonstrated stronger organizational commitment when they perceived that the benefits of training could enhance their potential for growth, allow for continuous self-development, and upgrade their work skills and capacities. Organizations cannot rely solely on traditional loyalty and commitment of their workers. The results of this study may be utilized as reliable theoretical grounds for evidencing changes in Korean employees' organizational commitment and expectations from training.

Practice

The results of this study suggest several implications for Korean HRD practitioners in terms of developing HRD interventions. This research confirms a positive relationship between the perceived availability of training and organizational commitment, but no relationship supported between frequency and duration of training and organizational commitment. HRD practices require careful attention to strategic management of training plans that should be in line with the company's personnel development strategies. A clearly focused and objective based training plan for individual employees can ensure the effectiveness of training and can reinforce organizational commitment. Some Korean companies requiring a minimum number of training hours might re-examine their strategies. In addition, HRD needs to develop communication and promotion plans for employee development activities. This would result in increasing awareness for employees in regards to systematic growth needs, training availability, and aligning with organizational strategies.

HRD practitioners need to focus on the results of perceived supervisor support for training. They need to develop plans to allow supervisors to play a critical role in the

increase of organizational commitment through training. This study could not support a strong relationship between training and organizational commitment, as was found in previous studies from Western and other Asian countries. One possible reason for this might be a lack of manager-provided feedback and communication regarding training. HRD practitioners might benefit from designing processes to encourage supervisor support for goal setting, the application of newly acquired skills, and recognition of what a subordinate has learned from training.

Limitations and Recommendations for Future Research

This study has several limitations and further research is needed to solve these shortcomings and to expand the scope of study. First, the sample size should be increased in future research. Reflecting on the culture and the typical response rate for surveys in Korea, the researcher distributed 500 survey questionnaires and had 269 respondents for the study. However, since the study targeted one large company with over 30,000 employees, it would have been better if more survey questionnaires had been distributed in order to produce a larger sample size. Additional data could also be gathered from more companies in different industries. Doing so would reduce the limitations of generalizing the results.

Second, future studies can focus on different constructs. This study limited the target population to employees who had participated in formal training because the term ‘training’ carries multiple meanings that could influence the measurement of employee perceptions related to training. However, if future studies examine different types of training, internal/external training, and different groups of participants, they may reveal more detailed information on the relationship between training and organizational

commitment. For example, as mentioned previously, on-the-job and on-line training were excluded in this study, but future study could include these two types of training, this approach might reinforce the findings of the relationship between employee training and organizational commitment. It should also be considered that the almost exclusive use of Likert-type self-report scales for measuring attitudes and behavioral intentions might have compromised the results of this study. The resulting correlation coefficients among the variables might have been inflated by common method variance. This study may have been improved if research design had included self-report scales with additional assessments made by other parties, resulting in a reduced method variance effect.

Additional data collection methods, such as interviews or direct observation data, could be used in further study to address the limitation of using a single method for data gathering. This expanded data gathering approach could enhance the understanding of the relationship between training and organizational commitment.

Finally, more effort will be needed to develop culturally sensitive and appropriate instruments. The HR department at the company for this study suggested reconsidering the order of the questionnaire. For example, in the case of this survey, it would be beneficial to start with questions on participation in training rather than those regarding organizational commitment. This might have helped to make respondents feel more comfortable with the instrument. The concept of organizational commitment and the Korean translation of key expressions are rather unfamiliar to Korean employees. In addition, even though the instruments have been employed several times in Korea, there may have been some uncommonly used words, so it is probable that some confusion existed in survey responses.

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Appendices

Appendix A
조직 내 교육훈련이 조직몰입에 미치는 영향
(The relationship of training and organizational commitment in Korean organizations)

본 연구에 참여해 주셔서 감사합니다. 저는 미국 미네소타 대학교 (University of Minnesota) 인적자원개발 (Human Resource Development) 전공 박사과정에 있는 정은정입니다. 현재 “조직 내 교육훈련이 조직몰입에 미치는 영향”에 관해 연구하고 있습니다.

귀하가 제공하는 정보는 연구 목적 상 취합된 형태로만 활용되며, 또한 익명으로 관리되고 비밀이 유지될 것입니다

설문서 작성에는 약 15~20 분 정도 소요될 것입니다. 설문서는 5 개 섹션으로 구성되어 있습니다. 각 문항마다 정답이나 오답이 있는 것은 아닙니다. 최종 분석에 귀하의 소중한 의견이 반영될 수 있도록 가능하면 모든 질문에 응답해 주시기 바랍니다.

질문이나 의견이 있으시면, 연구자에게 이메일(chun0047@umn. edu)이나 전화 (02-534-1565)로 연락해 주시기 바랍니다. 감사합니다.

연구자 정은정 드림

조직 몰입도

다음의 각 문항에 대하여 귀하가 조직 몰입도에 대해 가지고 있는 인식을 가장 잘 반영하는 숫자에 표시를 하십시오.

1 ----- 2 ----- 3 ----- 4 ----- 5

전적으로 그렇다

- | | |
|--|------------------------|
| 1. 나는 내 나머지 직업 인생을 이 조직과 함께 보내는 것에
호의적이다. | 1 2 3 4 5
□ □ □ □ □ |
| 2. 나는 진심으로 이 조직의 문제점들이 곧 내 것인 것처럼
느껴진다. | 1 2 3 4 5
□ □ □ □ □ |
| 3. 나는 이 조직에서 내가 가족의 일원임을 느낀다. | 1 2 3 4 5
□ □ □ □ □ |
| 4. 나는 이 조직과 ‘감정적으로 소속’되어 있다고 느낀다. | 1 2 3 4 5
□ □ □ □ □ |
| 5. 이 조직은 내게 개인적으로 큰 의미를 지닌다. | 1 2 3 4 5
□ □ □ □ □ |
| 6. 나는 이 조직에서 강한 소속감을 느낀다. | 1 2 3 4 5
□ □ □ □ □ |
| 7. 나는 현재의 고용주와 함께 머물러야 한다는 의무감이 있다. | 1 2 3 4 5
□ □ □ □ □ |
| 8. 내게 이익이 된다고 하더라도, 지금 내 조직을 떠나는 것은
옳지 않다고 생각한다. | 1 2 3 4 5
□ □ □ □ □ |
| 9. 내가 이 조직을 지금 떠난다면 죄책감이 들 것이다. | 1 2 3 4 5
□ □ □ □ □ |
| 10. 이 조직은 내가 충성을 다할 가치가 있다. | 1 2 3 4 5
□ □ □ □ □ |
| 11. 내가 속한 조직의 구성원들에게 책임감을 느끼기 때문에,
나는 지금 당장 이 조직을 떠나지 않을 것이다. | 1 2 3 4 5
□ □ □ □ □ |
| 12. 나는 내가 몸담고 있는 조직으로부터 큰 은혜를 입었다. | 1 2 3 4 5
□ □ □ □ □ |

교육 훈련의 유용성

다음의 각 문항에 대하여 귀하가 교육 훈련의 유용성에 대해 가지고 있는 인식을 가장 잘 반영하는 숫자에 표시를 하십시오.

1 ----- 2 ----- 3 ----- 4 ----- 5

전혀 그렇지 않다 보통이다 전적으로 그렇다

훈련 프로그램에 참여하면...

13. 자기 계발에 도움이 될 것이다.

□	□	□	□	□
1	2	3	4	5
 14. 다른 직원들과 네트워킹을 하는 데에 도움을 줄 것이다.

□	□	□	□	□
1	2	3	4	5
 15. 내 직무 성과를 높일 것이다.

□	□	□	□	□
1	2	3	4	5
 16. 내 직무와 관련된 새로운 제품, 과정, 절차에 대해 최신의 정보를 얻을 것이다.

□	□	□	□	□
1	2	3	4	5
 17. 동료들을 더욱 존경하게 될 것이다.

□	□	□	□	□
1	2	3	4	5
 18. 승진을 위한 기회를 증가시켜줄 것이다.

□	□	□	□	□
1	2	3	4	5
 19. 내 경력 목표를 도달하는 데에 도움을 줄 것이다.

□	□	□	□	□
1	2	3	4	5
 20. 내 경력 경로에 관하여 더 좋은 계획을 갖게 할 것이다.

□	□	□	□	□
1	2	3	4	5
 21. 다른 경력 경로를 추구할 수 있는 기회를 보다 많이 제공할 것이다.

□	□	□	□	□
1	2	3	4	5
 22. 보상을 받지 않으면서 초과업무를 해야 하는 결과를 낳는다.

□	□	□	□	□
1	2	3	4	5
 23. 임금 인상에 도움을 줄 것이다.

□	□	□	□	□
1	2	3	4	5
 24. 동료들과 더 좋은 관계를 갖게 할 것이다.

□	□	□	□	□
1	2	3	4	5
 25. 상사와 더 좋은 관계를 갖게 할 것이다.

□	□	□	□	□
1	2	3	4	5
 26. 내게 필요했던 ‘직무로부터의 휴식’을 제공할 것이다.

□	□	□	□	□
1	2	3	4	5

교육 훈련에 대한 상사의 지원

다음의 각 문항에 대하여 귀하가 상사의 지원에 대해 가지고 있는 인식을 가장 잘 반영하는 숫자에 표시를 하십시오.

1 ----- 2 ----- 3 ----- 4 ----- 5

전혀 그렇지 않다 보통이다 전적으로 그렇다

나의 상사는...

- | | | | | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 27. 훈련을 마친 후 얼마 지나지 않아 (훈련을 기반으로 한) 기대 성과를 나와 함께 논의했다. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 28. 내가 훈련을 직무에 적용할 수 있도록 목표를 나와 함께 설정했다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 29. 내가 받은 훈련을 업무에 활용하기를 기대한다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 30. 직무성과를 평가하기 위한 현실적인 목표를 내가 받은 훈련에 근거하여 설정하도록 도와준다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 31. 내가 받은 훈련을 활용할 수 있는 기회가 주어지도록 한다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 32. 내가 받은 훈련을 활용하는 데에 있어 방해가 되는 요인들을 나와 상의한다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 33. 내가 받은 훈련에서의 경험과 교훈을 동료들과 공유하도록 한다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 34. 훈련을 직무에 적용할 수 있는 방법을 논의하기 위해 나와 만남을 갖는다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 35. 훈련을 직무에 적용할 때 드는 의문사항에 대한 답을 제공한다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 36. 내가 훈련을 직무에 적용할 때 발생할 수 있는 문제들을 해결하기 위해 나와 규칙적으로 만남을 갖는다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 37. 내가 새로운 스킬을 연습할 수 있도록 잠시 동안 업무에 대한 부담감을 줄여준다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. 내가 훈련을 활용하여 좋은 성과를 냈을 때 나를 칭찬한다. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 39. 내가 훈련을 활용할 때 나에게 잘하고 있다고 말해준다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 40. 내가 훈련에서 배운 기술들을 사용할 때 내가 효율적으로 일하고 있다고 여긴다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 41. 내가 훈련을 적용하고 있다는 점을 감지한다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 42. 훈련의 가치와 유용성에 대해 나에게 피드백을 해준다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 43. 내가 훈련을 활용하는지 안 하는지에 대해 관심을 갖는다. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

교육 훈련 참여도

다음은 귀하가 받은 훈련 전반에 관한 문항들입니다.

44. 당신은 지난 해에 당신이 속한 조직에서 진행하는 공식적 훈련/교육에 몇 회 참가했습니까?

_____회

45. 당신은 지난 해에 당신이 속하지 않은 조직에서 진행하는 공식적 훈련/교육에 몇 회 참가했습니까?

_____회

46. 당신은 지난 해에 필수적 혹은 자발적인 훈련 활동에 대략 몇 시간을 보냈습니까? (여기서 말하는 활동은 당신이 속한 조직 혹은 속하지 않은 조직 모두에서 제공한 프로그램, 워크숍, 세미나를 말합니다.)

_____시간

47. 내가 속한 조직에서는 훈련에 대한 접근이 용이하다.

1 ----- 2 ----- 3 ----- 4 ----- 5

전혀 그렇지 않다

보통이다

전적으로 그렇다

48. 내가 속한 조직은 직원들이 받을 수 있는 훈련의 종류와 횟수에 대해 명시된 정책을 보유하고 있다.

1 ----- 2 ----- 3 ----- 4 ----- 5

전혀 그렇지 않다

보통이다

전적으로 그렇다

49. 나는 내가 속한 조직이 내년에 나에게 어떤 훈련을 몇 회 제공할 것인지 알고 있다.

1 ----- 2 ----- 3 ----- 4 ----- 5

전혀 그렇지 않다

보통이다

전적으로 그렇다

개인 인적 사항

다음은 귀하에 대한 개인 인적 사항 정보를 얻기 위한 문항들입니다.
각 문항에서 귀하에 해당되는 설명에 표시하십시오.

50. 귀하의 성별은 무엇입니까?

- ☐ 남성 ☐ 여성

51. 귀하의 연령은 다음 중 어디에 해당합니까?

- ☐ 29 세 이하 ☐ 30~39 세
☐ 40~49 세 ☐ 50 세 이상

52. 귀하의 최종 학력은 무엇입니까?

- ☐ 고등학교 졸업 ☐ 2 년제 대학 (전문대) 졸업
☐ 4 년제 대학교 졸업 ☐ 대학원 졸업 (석사, 박사)

53. 현재의 직위는 무엇입니까?

- ☐ 임원 ☐ 부장/차장 (급)
☐ 과장/대리(급) ☐ 기타

54. 현재 근무하고 계신 부서는 어디입니까?

- ☐ 마케팅/ 영업 ☐ 엔지니어링
☐ 생산/제조 ☐ 정보기술 (IT)/인터넷
☐ 행정관리 (재무/회계, 인사관리, 법률/감사)
☐ 연구/개발
☐ 교육/훈련
☐ 기타 (직접 기입 부탁드립니다:)

55. 이 회사에서 얼마 동안 근무하셨습니다?

- ☐ 1 년 이상~3 년 미만 ☐ 3 년 이상~5 년 미만
☐ 5 년 이상~7 년 미만 ☐ 7 년 이상~10 년 미만
☐ 10 년 이상

Organizational Commitment Survey

(The relationship of training and organizational commitment in Korean organizations)

Thank you for your participation. I am a PhD candidate studying Human Resource Development at University of Minnesota. I am conducting a dissertation research on the impact on relationship between training and organizational commitment in Korean private organization.

The purpose of this study is to investigate the relationship among organizational commitment, benefits of training, supervisor's support and participation in training in Korean organization. The information that you provide will be kept anonymously and confidentially and used in aggregated summaries only for research purpose.

The questionnaire should take you 10–15 minutes to complete. This questionnaire consists of five sections. There is no right or wrong answer in each question. It is very important that you respond to each and every statement. Only then I can include your opinions in the final analysis.

Please feel free contact me at chun0047@umn.edu or at Korea (02) 534-1565, if you have any questions and comments. Thank you.

Sincerely,
EunChung Chung
Researcher

Organizational Commitment

For each question, please indicate your level of agreement by checking the box that best reflects your perception of organizational commitment.

1 ----- 2 ----- 3 ----- 4 ----- 5
 Strongly Disagree Disagree Neutral Agree Strongly Agree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I would be happy to spend the rest of my career with this organization. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I really feel as if his organization's problems are my own. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I feel like part of the family at my organization. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I feel "emotionally attached" to this organization. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. This organization has a great deal of personal meaning for me | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I feel a strong sense of belonging to my organization. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I feel obligation to remain with my current employer. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Even if it were to my advantage, I do not feel it would be right to leave my organization now. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I would feel guilty if I left my organization now. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. This organization deserves my loyalty. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I would not leave my organization right now because I have a sense of obligation to the people in it. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I owe a great deal to my organization. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Perceived Benefits of Training

For each question, please indicate your level of agreement by checking the box that best reflects your perception of benefits of training.

1 ----- 2 ----- 3 ----- 4 ----- 5
 Strongly Disagree Disagree Neutral Agree Strongly Agree

- | | |
|--|--|
| 13. Participation in training programs will help my personal development. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. Participation in training programs will help me network with other employees. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15. Participation in training programs will help me perform my job better. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16. Participation in training programs will help me stay up-to date on new processes and products or procedures related to my job. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17. Participation in training programs will lead to more respect for my peers. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18. Participation in training programs will increase my chances of getting a promotion. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 19. Participation in training programs will help me reach my career objective. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 20. Participation in training programs will give me a better idea of the career path I want to pursue. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 21. Participation in training programs will result in more opportunities to pursue different career paths. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 22. Participation in training programs will result in having to do extra work without being rewarded for it. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 23. Participation in training programs will help me obtain a salary increase. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

24. Participation in training programs will help me get along better with my peers.

25. Participation in training programs will help me get along better with my manager.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

26. Participation in training programs will give me a needed break from my job.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Perceived Supervisor's Support

For each question, please indicate your level of agreement by checking the box that best reflects your perception of your supervisor's support.

1 ----- 2 ----- 3 ----- 4 ----- 5
 Strongly Disagree Disagree Neutral Agree Strongly Agree

Your supervisor.....

- | | |
|--|--|
| 27. discussed performance expectations (based on training) with you shortly after training. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 28. set goals with you which encouraged you to apply your training on the job | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 29. expects you to make use of your training. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 30. helps you set realistic goals to evaluate job performance based on your training. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 31. makes sure you have the opportunity to use your training. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 32. discusses problems in using your training with you. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 33. has you share your training experience and learning with your peers. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 34. meets with you to discuss ways to apply training on the job. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 35. provides answers to questions about the use of training on the job. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 36. meets regularly with you to work on problems you may be having in trying to use your training. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 37. eases the pressures of work for a short time so you have a chance to practice your new skills. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 38. praises you when you have performed well by using your training. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 39. lets you know you are doing a good job when you use your training. | 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 40. thinks you are being effective when you use the techniques learned in training. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. notices when you use your training. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. gives you feedback about the value and usefulness of training. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. seems to care whether you use your training. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Participation in Training

These questions concern general training that you have received.

44. How many times in the past year have you participated in formal training/education programs run by your organization? _____ times
45. How many times in the past year have you participated in formal training/education programs run by an outside organization? _____ times
46. Give your best estimate of the number of hours you spent in both required and voluntary training activities in the past year. This includes programs, workshops, and seminars offered both by your organization and outside organizations. _____ hours
47. This organization provides access to training.

1 ----- 2 ----- 3 ----- 4 ----- 5
 Strongly Disagree Neutral Agree Strongly
 Disagree Agree

48. This organization has stated policies on the amount of type of training the employees can expect to receive.

1 ----- 2 ----- 3 ----- 4 ----- 5
 Strongly Disagree Neutral Agree Strongly
 Disagree Agree

49. I am aware of the amount and type of training that my organization is planning for me in the coming year.

1 ----- 2 ----- 3 ----- 4 ----- 5
 Strongly Disagree Neutral Agree Strongly
 Disagree Agree

Demographic Information

Following questions are to obtain demographic information about you.
Please check the box that best describes you in each item.

50. What is your gender?

☐ Male

☐ Female

51. What is your age?

☐ Under 29 years old

☐ 30~39 years old

☐ 40~49 years old

☐ over 50 years old

52. What is your highest level of education?

☐ High school diploma

☐ Two-year College degree

☐ Four-year College degree

☐ Graduate school degree (Master, Doctor)

53. What is your management level?

☐ Executive

☐ Senior/Deputy Senior Manager

☐ Manager/Assistant Manager

☐ Non-management Employee

54. What is the type of your job in your organization?

☐ Marketing/Sales

☐ Production/Manufacturing

☐ Administration/Management (Planning, Finance/Accounting, Human Resources, Law/Auditing)

☐ Research and Development

☐ Engineering

☐ Education/Training

☐ Telemarketing

☐ Other (Please fill in:)

55. How long have you worked for this organization?

☐ 1~2.9 years

☐ 3~4.9 years

☐ 5~6.9 years

☐ 7~9.9 years

☐ Over 10 years

Appendix B

연구 지원 동의서 (Research Support Consent Form)

조직 내 교육훈련이 조직몰입에 미치는 영향 (The relationship of training and organizational commitment in Korean organizations)

저는 미국 미네소타대학교에서 인적자원개발(Human Resource Development)을 전공하고 있으며 현재 박사학위 논문을 진행하고 있습니다. 본 논문은 “조직 내 교육훈련이 조직몰입에 미치는 영향”에 관해 연구하게 됩니다.

저는 귀 기관이 본 연구의 설문조사를 협조해 줄 것을 부탁드립니다.

연구 배경에 관한 정보 (Background Information)

본 연구의 목적은 조직 내 교육훈련이 조직몰입에 미치는 영향을 검증해 보는 것입니다. 이 연구에서의 핵심 연구 문제는 “조직 내 교육훈련이 조직몰입에 어떻게 영향을 미치는가?” 입니다.

연구 지원 절차 (Procedures)

본 연구의 원활한 진행을 위하여 다음 사항에 대한 지원을 부탁드립니다.

1. 본 연구의 참가 대상자들 전원에게 설문지에 참여를 요청하는 연구자의 이메일을 전달해 주십시오.
2. 설문 시작 1주 후, 추가적인 독려 메일을 참가 대상자들 전원에게 전달해 주십시오.

윤리적 고려 (Ethical Concerns)

귀 기관과 그 종업원들이 본 연구에 자발적으로 참여하도록 되어 있습니다. 모든 자료들은 익명으로 사용되게 됩니다. 귀 기관이나 종업원들의 참가 결정은 미네소타 대학이나 현재 고용주와의 관계에 어떠한 영향도 미치지 않을 것입니다. 참여를 결정한 후라도 연구 참가자들은 언제든지 도중에 참여를 그만 둘 수 있습니다.

연락처와 문의사항 (Contacts and Questions)

본 연구의 연구자는 정은정입니다. 귀하께서는 아래의 전화번호나 이메일 주소를 통하여 연구자와 연락하실 수 있습니다

한국

- 주소: 서울시 서초구 방배동 752-36번지
- 전화번호: (집) 02-534-1565 (핸드폰) 010-1606-5913
- 이메일: chun0047@umn.edu

본 연구자의 지도교수인 Gary McLean 박사에게도 직접 연락할 수 있습니다.

- 주소: 2295 Gordon Avenue, SaintPaul, MN 55108, USA.
- 전화번호: 미국 (904) 372-4035
- 이메일: mclea002@umn.edu

기타 다른 문의사항이 있어서 연구자나 연구자의 지도교수 이외의 다른 분과의 연락이 필요한 경우, 아래의 연락처를 통해 연락을 취하실 수 있습니다.

- 수신자: Research Subjects' Advocate Line
- 주소: D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455, USA
- 전화번호: 미국 (612) 625-1650.

귀하께서는 필요하시다면 이 동의서를 보관하고 계셔도 좋을 것입니다.

연구 지원 동의 서약 (Statement of Consent)

저는 위 내용을 모두 읽었으며, 본 연구의 배경과 그 필요성을 이해하였습니다. 따라서 본 연구의 원활한 진행을 위하여 필요한 홍보와 추천, 선발 등의 연구 지원 절차들에 적극 협조할 것을 약속합니다.

기관명: _____

부서: _____

직위: _____

성명: _____

서명: _____

날짜: _____

Research Support Consent Form

The relationship of training and organizational commitment in Korean organization

I am a Ph. D. candidate majoring in Human Resource Development (HRD) at the University of Minnesota. I am conducting a study on “The relationship of training and organizational commitment in Korean organizations” for my dissertation.

You are being asked to support this study in terms of recruiting paper based survey participants among those who have worked at your company for at least one year.

Background Information

The purpose of this study is to explore the relationship between organizational commitment and training to provide a better clear understanding of how training could help the organization achieve organizational commitment. The main research question to guide this study is, “What is the relationship between training and organizational commitment in Korean organizations?”

Procedures

If you agree to support this study, I would ask you to help with the followings:

1. Advertise this study to possible participants through sending invitation letters
2. Remind paper survey participants to complete the survey after one week.

Risks and Benefits of being in the study

There will be no physical or psychological risks in participating in this study. The benefit of participation is not related to you directly. However, your company may receive a summary of the results when the number of responses is good enough. Therefore, you can contribute to potential improvement of organizational environment that enhances employee creativity.

Ethical Concerns: Voluntary Nature and Confidentiality

Participation of your company and your employees is voluntary. All data will be treated as anonymous and private. Your company’s and your employees’ decision whether or not to participate will not affect your current or future relations with the University of Minnesota or your employers. Any participants are free to withdraw at any time without affecting those relationships.

Contact and Questions

The researcher conducting this study is EunChung Chung. If any participants have questions, you can contact me as follows:

South Korea

- Address: Bangbaedong, Seochogu, Korea (137-170)
- Phone Number: (Home) 02-534-1565 (Cellular) 010-1606-5913
- Email Address: chun0047@umn.edu

Or you may contact my advisor, Dr. McLean Gary N. at (904) 372-4035, Mclea002@umn.edu or 2295 Gordon Avenue, Saint Paul, MN 55108, USA.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or the advisor, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455 USA; (612) 625-1650.

You may keep a copy of this form for your records.

Statement of Consent

I have read the above information. I have asked questions and received answers. I give consent for participation in this study.

Company: _____

Department: _____

Title: _____

Name: _____ E-mail Address: _____

Signature: _____ Date: _____

Appendix C: IRB Approval Letter

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Human Research Protection Program
Office of the Vice President for Research*

*D528 Mayo Memorial Building
420 Delaware Street S.E.
MMC 820
Minneapolis, MN 55455*

*Office: 612-626-5654
Fax: 612-626-6061
E-mail: irb@umn.edu or ibc@umn.edu
Website: <http://research.umn.edu/subjects/>*

November 27, 2013

Eun-Chung Chung
Asian Languages/Literatures
Room 453 FolH
0144
9 Pleasant St S E
Minneapolis, MN 55455

RE: "The Relationship of Training and Organizational Commitment in a Korean Organization"
IRB Code Number: **1310P45106**

Dear Ms. Chung

The Institutional Review Board (IRB) received your response to its stipulations. Since this information satisfies the federal criteria for approval at 45CFR46.111 and the requirements set by the IRB, final approval for the project is noted in our files. Upon receipt of this letter, you may begin your research.

IRB approval of this study includes the consent form received November 26, 2013 and recruitment materials received October 29, 2013.

The IRB would like to stress that subjects who go through the consent process are considered enrolled participants and are counted toward the total number of subjects, even if they have no further participation in the study. Please keep this in mind when calculating the number of subjects you request. This study is currently approved for 500 subjects. If you desire an increase in the number of approved subjects, you will need to make a formal request to the IRB.

For your records and for grant certification purposes, the approval date for the referenced project is November 13, 2013 and the Assurance of Compliance number is FWA00000312 (Fairview Health Systems Research FWA00000325, Gillette Children's Specialty Healthcare FWA00004003). Research projects are subject to continuing review and renewal; approval will expire one year from that date. You will receive a report form two months before the expiration date. If you would like us to send certification of approval to a funding agency, please tell us the name and address of your contact person at the agency.

As Principal Investigator of this project, you are required by federal regulations to inform the IRB of any proposed changes in your research that will affect human subjects. Changes should not be initiated until written IRB approval is received. Unanticipated problems or serious unexpected adverse events should be reported to the IRB as they occur.

Driven to DiscoverSM

The IRB wishes you success with this research. If you have questions, please call the IRB office at 612-626-5654.

Sincerely,

A handwritten signature in black ink, appearing to read 'CD', is positioned above the printed name.

Christina Dobrovoly, CIP
Research Compliance Supervisor
CD/bw

CC: Gary McLean

Appendix D

연구 참가 초청서 (Invitation Letter)

조직 내 교육훈련이 조직몰입에 미치는 영향 (The relationship of training and organizational commitment in Korean organizations)

귀하를 조직 내 교육훈련이 조직 몰입에 미치는 영향에 미치는 영향을 연구하는 본 연구에 초빙하고자 합니다. 귀하께서는 본 연구의 참가 대상자로 선택되었습니다.

본 연구는 미국 미네소타대학교 인적자원개발 (Human Resource Development) 박사과정에 있는 정은정에 의해 수행되고 있습니다.

설문을 작성하시기 전에 아래에 기술된 본 연구의 배경, 특성, 절차 등에 대한 사항을 읽으시기 바랍니다. 본 연구 또는 설문 참여과정에 대해 질문이 있으시면 언제든지 연구자에게 연락을 주시기 바랍니다.

감사합니다.

연구배경에 관한 정보 (Background Information)

본 연구의 목적은 조직 내 교육훈련이 조직몰입에 미치는 영향을 검증해 보는 것입니다. 이 연구에서의 핵심 연구 문제는 “조직 내 교육훈련이 조직몰입에 어떻게 영향을 미치는가?” 입니다.

연구의 절차 (Procedures)

본 연구에 참가하기 위해서는 다음과 같은 절차를 따르시면 됩니다. 본 설문 자료는 익명으로 관리되며, 모든 설문을 완료하는데 약 15분에서 20분 정도가 소요될 것 입니다.

1. 귀하는 이메일을 통해 연구 참가 초청서를 받게 됩니다. 연구 참가 초청서에 제시된 본 연구에 대한 정보를 충분히 숙지 하시기 부탁드립니다.
2. 제시된 지문을 제시된 지문을 잘 읽으시고 질문에 솔직하고 정확하게 응답해 주십시오. 동봉된 봉투에 답변하신 설문지를 넣으시고 동봉하신 후 각 층에 놓여진 우편박스에 넣어주시면 됩니다.

연구의 잠재적 위험과 이익 (Risks and Benefits of being in the Study)

본 연구에 참여하게 됨에 따른 신체적 또는 심리적인 해는 없습니다. 연구 참여를 통해 귀하가 직접적으로 얻을 수 있는 이익은 없습니다. 귀하는 이 연구에 참여함으로써 업무 현장에서의 경력만족 강화 또는 이를 위한 조직 분위기 개선 방안을 수립하는 중요한 자료를 제공하시게 됩니다.

보상 (Compensation)

본 연구를 위해 금전적 보상이 주어지지 않습니다.

비밀 준수 (Confidentiality)

본 연구와 관련된 기록과 자료들은 절대 비밀이 보장됩니다. 어떠한 경우에도 응답자의 신분은 노출되지 않을 것입니다. 연구자료는 보안이 유지되도록 보관될 것이며, 본 연구자만이 본 자료에 접근 할 수 있습니다.

연구의 자발성 (Voluntary Nature of the Study)

본 연구에 참여하는 것은 귀하의 자발적인 의사에 의한 것이어야 합니다. 귀하의 참여에 관한 결정은 미네소타 대학교나 현재 귀하의 고용주와의 관계에 어떠한 영향도 미치지 않을 것입니다. 또한 참여를 결정한 후라도 귀하는 설문에 응답하지 않을 수 있으며, 도중에 참여를 포기하실 수 있습니다.

연락처와 문의사항 (Contacts and Questions)

본 연구의 연구자는 정은정입니다. 귀하께서는 아래의 전화번호나 이메일 주소를 통하여 연구자와 연락하실 수 있습니다

한국

- 주소: 서울시 서초구 방배동 752-36번지
- 전화번호: (집) 02-534-1565 (핸드폰) 010-1606-5913
- 이메일: chun0047@umn. edu

본 연구자의 지도교수인 Gary McLean 박사에게도 직접 연락할 수 있습니다.

- 주소: 2295 Gordon Avenue, SaintPaul, MN 55108, USA.
- 전화번호: 미국 (904) 372-4035
- 이메일: mclea002@umn. edu

기타 다른 문의사항이 있어서 연구자나 연구자의 지도교수 이외의 다른 분과의 연락이 필요한 경우, 아래의 연락처를 통해 연락을 취하실 수 있습니다.

- 수신자: Research Subjects' Advocate Line
- 주소: D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455, USA
- 전화번호: 미국 (612) 625-1650.

귀하께서는 필요하시다면 이 동의서를 보관하고 계셔도 좋을 것입니다.
감사합니다.

Invitation Letter to Research Participants

You are being asked to participate in a research study.

Before you agree, the investigator must tell you about the information below.

Background Information

The purpose of this study is to investigate the relationship of training and organizational commitment in a Korean organization.

Procedures:

If you decide to participate in this study, I would ask you to do the following things. First, you will receive the invitation letter via email. This anonymous survey will take about 15-20 minutes to complete. Please respond to each question according to your own opinion. By completing the questionnaire, put it to the stamped return envelopes and sealed. Please put it to a gathering box which is provided.

Risks and Benefits of being in the Study

There will be no physical or psychological risks in participating in this study. The benefit of participation is not related to you directly.

Compensation:

There will be no compensation for participation.

Confidentiality:

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. All data of this study will be maintained anonymously. Since only the aggregated results will be reported, individual results will remain confidential.

I **guarantee** that your employer and human resource manager will never see your responses or be able to identify any individual from the information you provide. Also, human resource managers will not know who does or does not participate in the study.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or your

employer. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contact and Questions

The researcher conducting this study is EunChung Chung. If any participants have questions, you can contact me as follows:

South Korea

- Address: Bangbaedong, Seochogu, Korea (137-170)
- Phone Number: (Home) 02-534-1565 (Cellular) 010-1606-5913
- Email Address: chun0047@umn.edu

You may also contact Dr. Gary McLean (904-372-4035) or Research Subjects' Advocate Line (612-625-1650) if you have questions about your rights as a research subject or what to do if you are injured.

Your participation in this research is voluntary, and you will not be penalized or lose benefits if you refuse to participate or decide to stop.

Signing this document means that the research study, including the above information, has been described to you orally, and that you voluntarily agree to participate.

Signature of participant date

Signature of witness date